



Comprehensive Needs Assessment 2019 - 2020 District Report



Rabun County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Melissa Williams/Joi Woods
Multiple Program(s)	Federal Programs Director	Amy Pruitt
Multiple Program(s)	Curriculum Director	Joi Woods
Multiple Program(s)	School Leader (#1)	Justin Spillers
Multiple Program(s)	School Leader (#2)	Avery Lawrence
Multiple Program(s)	Teacher Representative (#1)	April Marshall
Multiple Program(s)	Teacher Representative (#2)	Jamie Guffie
McKinney-Vento Homeless	Homeless Liaison	Tammy Wilbanks
Neglected and Delinquent	N&D Coordinator	Tammy Wilbanks
Rural	REAP Coordinator	Amy Pruitt
Special Education	Special Education Director	Will Howell
Title I, Part A	Title I, Part A Director	Amy Pruitt
Title I, Part A	Family Engagement Coordinator	Amy Pruitt
Title I, Part A - Foster Care	Foster Care Point of Contact	Tammy Wilbanks
Title II, Part A	Title II, Part A Coordinator	Amy Pruitt
Title III	Title III Director	Amy Pruitt
Title IV, Part A	Title IV, Part A Director	Amy Pruitt
Title I, Part C	Migrant Coordinator	Amy Pruitt/Roberto Aguilar

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Joi Woods
Multiple Program(s)	Testing director	Joi Woods
Multiple Program(s)	Finance director	Cindi Dean
Multiple Program(s)	Other federal programs coordinators	
Multiple Program(s)	CTAE coordinator	Tammie West
Multiple Program(s)	Student support personnel	Audrey Decker/Lisa Giovino/Andy Mahaffey

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	Jonathan Gibson/Vicki Tyler/Jonathan Welch/Kelly McKay
Multiple Program(s)	High school counselor / academic counselor	Jessica Ward
Multiple Program(s)	Early childhood or Head Start coordinator	
Multiple Program(s)	Teacher representatives	Jeanne Bleckley/Ansley Fowler/Kelsey Thompson/Lisa Mooney/Candace Mathis
Multiple Program(s)	ESOL teacher	Michelle Noffsinger/Natalie Fricks
Multiple Program(s)	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	Amy Pruitt
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	Cindi Dean
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	Joi Woods
Title II, Part A	Bilingual parent liaisons	
Title II, Part A	Professional organizations	
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	
Title IV, Part A	Technology experts	
Title IV, Part A	Faith-based community leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	Trent Thompson
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Roberto Aguilar
Title I, Part A	Parent Representatives of Title I Students	Joshua Holt, Whitney Kelly, Jennifer Havens
Title I, Part A - Foster Care	Local DFCS Contacts	Tony Galloway
Title II, Part A	Principals	Jonathan Gibson, Vicki Tyler, Jonathan Welch, Kelly McKay
Title II, Part A	Teachers	Kelsey Thompson, Wen Copeland, Lynn Talley, April Marshall, Jame Guffie, Jeanne Bleckley, Sandy Wheeler, Rachel Dixon, Ginger Scott, Ansley Fowler
Title II, Part A	Paraprofessionals	Lisa Giovino, Vicki Hammock/Andy Mahaffey
Title II, Part A	Specialized Instructional Support Personnel	Audrey Decker, Jessica Ward
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Caroline Wallace
Title I, Part A	Parents of English Learners	Josue Espitia

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	
Multiple Program(s)	Technical, college, or university personnel	
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	
Migrant	Boys and Girls Club representatives	
Migrant	Local health department representatives	
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	Melody Queen
Special Education	Parent Mentors	
Title II, Part A	School council members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Members were chosen to represent the diversity of our school system and community. Administrators (both school and district level) along with teachers directly involved with federal programs reviewed the stakeholder list to make sure all groups and program areas were represented.
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	Stakeholder feedback will be collected in face-to-face meetings as well as electronically to make sure all stakeholders are able to provide their thoughts, ideas and insights. Translators will be present when non-English speaking stakeholders are participating. Stakeholders with special needs have also been included and any support devices needed will be provided to allow them equal access. Meetings are scheduled at various times and places for ease of access.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	✓
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	✓
2. Operational	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	✓
2. Operational	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
2. Operational	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.45
3.Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.45
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.55
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
2.Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.16
3.Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.31
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.23
5.Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.07
6.Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.07
8.Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.23
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	✓
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	✓
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	✓
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	✓
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	✓
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	✓
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	✓
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.45
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.82
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.45

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.55
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.64
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.64
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.64
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
9.Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.42
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	✓
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	✓
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.55
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.64
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.64
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.64
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.35
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.42
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	✓
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	✓
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.82
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.64
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	✓
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.45
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.82
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.45
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.55
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.64
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.64
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.64
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.35
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.16
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.31
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.23
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.07
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.07
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.42
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.23
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.42
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY18)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use?</p>	<p>Focus groups with each of the schools represented along with district leaders, parents, and community members met. In addition, surveys were sent to stakeholders (in the system, parents, and community members) electronically asking for input. Specific perception data used included: CCRPI data, climate surveys, GSHS, AdvancED surveys and interview results, district surveys, and CNA Stakeholder meeting minutes.</p>
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<p>What does the perception data tell you?</p>	<p>High expectations are expected at every level in our system. We put the needs of our students first and personal best is expected. Students who need extra help should be provided interventions and extra support. Students who excel should be given appropriate challenges and opportunities.</p> <p>The rising prevalence of mental health problems in youth is occurring in our system. The district needs to provide resources for students. Faculty should also be provided with professional development on how to help students and monitoring resources to monitor student safety and mental health.</p> <p>There is a need for continued growth in the area of professional development, family engagement, academic support (tutors, programs, and supplies), building relationships, and in providing non-academic resources to our students.</p>
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<p>What process data did you use?</p>	<p>AdvancED report, FIP collaboration logs, PBIS data, DIP monthly review data, professional development surveys, district surveys</p>
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<p>What does your process data tell you?</p>	<p>Teachers are attending professional learning regularly, the family engagement program is serving more families each year, and students are being served in the environment that is best for them. However, there is a need for continued growth in the area of professional development, family engagement, academic support (tutors, programs, and supplies), building relationships, and in providing non-academic resources to our students.</p>
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<p>What achievement data did you use?</p>	<p>EOG/EOC, growth measures, easyCBM, SLDS, CCRPI, college credits earned, Soliday Reading data, dual enrollment participation numbers, AP course completion, district surveys</p>
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<p>What does your achievement data tell you?</p>	<p>The school system provides the resources and materials necessary to meet the needs of all students. Students who need extra help should be provided interventions and extra support. Students who excel should be given appropriate challenges and opportunities. There is a need for continued growth in the area of professional development, family engagement, academic support (tutors, programs, and supplies), building relationships, and in providing non-academic resources to our students.</p>
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<p>What demographic data did you use?</p>	<p>Free/Reduced Lunch Count, PowerSchool reports, US Census</p>
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<p>What does the demographic data tell you?</p>	<p>Rabun County is a high poverty area. Rabun County Middle School and High School are not Title 1 schools but both schools are affected by poverty. All schools make a concerted effort to reach out to parents to offer opportunities for parental input and involvement. Due to the economics of the families in the district students often come to school without basic needs being met.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Data Driven Decision Making – our system uses data from a variety of sources to drive all decision making. Strong stakeholder involvement at every level.</p> <p>Coordination of Resources – our system coordinates all resources, fiscal, physical and human, to support the instructional needs of our students and staff.</p> <p>High Expectations – nothing less than best is modeled, expected or accepted in our system. We expect our instructional system to be implemented and supported with research based practices and strategies. We inspect what we expect. Teachers are held accountable by system-wide implementation of FIP. We use our evaluation processes to support, remediate and enhance instructional practices.</p> <p>Strong Technology Integration – our system supports the instructional system with many pieces of technology and monitors the integration on instructional opportunities&hellip;. Chromebook carts in every school, 1 to 1 Chromebook initiative at the high school, flat panels in every classroom, Gaggle</p> <p>Collaboration – our system is dedicated to collaboration. We use vertical and horizontal collaboration, cross curriculum planning, multiple grade level planning, PLC/grade level meetings/department level meetings, After School program collaboration, mentor teacher collaboration. Process in place at system level for monthly collaboration and monitoring of DIP. Strong communication across the system.</p> <p>Supports and Interventions – our system is devoted to instructional support through: paraprofessionals in all rooms Pre-K-3rd grade, Reading and Math Interventionists, Gifted Services, ELL and Migrant program services, Wildcat Time at the high school, flipped schedule at the middle school, After School program, REACH scholarship, Mentors, School based Psychologist, PBIS program implementation, Family Engagement Specialist. Our system also believes in early intervention in mental health/safety needs as they impact our instructional system as well: FUTURES Classroom addition, Behavioral Interventionist, SRO's at each school, Safe Schools Coordinator, School Nurses at every school, Mental Health Services, System Social Worker.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The committee felt that through its leadership, the trends and patterns of the Rabun County school system indicate that decisions are made based on what is best for the students. The committee indicated the continuance of: strong leadership support, CNA meetings, Needs Assessment Surveys, Professional Development Opportunities, monthly administrator meetings, student achievement reviews, CCRPI reviews, stakeholder input, faculty meetings, and 4-5 Star Climate ratings.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our committee determined that Rabun County Schools and each of its affiliate schools have an effective, systemic approach in place to determine the professional learning needs of its employees and provide specific, targeted support based on those needs. The System sends out an annual Professional Needs Survey at the end of each year to determine both the professional needs and the required budget for professional development during the upcoming school year. At the building level, each individual school uses a variety of data points to determine the individualized professional development needs of their faculty and staff. These data points include but are not limited to Georgia Milestone data, CCRPI data, grade level or course specific growth measures, TKES evaluations, daily 5x5 observations, teacher surveys, student and parent surveys, and individual School Improvement Plans.</p> <p>We found that each school consistently implements the TKES evaluation process for teachers and leaders, along with daily 5x5 walkthroughs. They consistently share and analyze Georgia Milestone results and CCRPI results on an annual basis and use those results to develop their School Improvement Plans and subsequent professional development opportunities. Several of the schools go a step further and conduct individual school needs assessments to further determine and develop professional learning opportunities.</p> <p>The only area we found that did not support an Exemplary rating was Standard 5 (Assessing the impact of professional learning on staff practices and student learning and makes adjustments as needed.). The determining factor for rating this standard Operational was the language dealing with "examining performance data throughout the year" found in the Exemplary definition. At this time, the majority of the schools do not have a systemic approach to collecting performance data throughout the school year. Student performance data, outside of formative classroom assessments and summative unit assessments, is currently only available at the end of a school year, and not available for building or system level adjustments to professional development throughout the year. Several schools indicated the development and implementation of quarterly assessments designed to provide that student performance data for decision making throughout the year.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The committee noted that Rabun County schools does a great job of engaging parents in PK - 6 grades but as the students move into middle school and high school, parental involvement outside of extracurricular activities and school council meetings diminishes drastically. Much of the decline is due to students' independence and not wanting parents on campus, as well as parents' work schedules and other obligations. The high poverty level of Rabun County further contributes to the lack of parental involvement. Many parents can not afford to miss work and many do not have reliable transportation. Each school uses a variety of methods for soliciting parent input including school surveys and school council meetings. Policies and procedures are posted on district and school websites.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Data reviewed by the CNA team indicates that Rabun County provides structure and leadership for a positive and safe learning environment. While we are focused on providing supportive services to meet the needs of the whole child, we recognize that there is always more that can be done. The team acknowledges that Rabun has a strong leadership structure that promotes growth for teacher-leaders and professional autonomy across the system. We believe that in order to meet all the needs of our unique learners, we must work together, as a team, connecting school and community in a supportive way.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student needs are used to drive our financial decisions. The number of our students who qualify for free/reduced lunch (economically disadvantaged) is growing and is approximately 65% of our total student population. We are seeing a growing number of students with behavioral needs that impact their mental health and system safety concerns. Our local tax digest is steadily growing which provides a stable tax base but also results in our state funds decreasing. Presently our LFS is over \$8 million and we only receive 49% of our earned FTE. Employees' salaries and benefits consume 87% of the system's total general fund budget. Our school millage rate is among the lowest in the State and our RESA and is currently below 10 mills. Our system receives both ELOST and ESPLOST funds.</p>
<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Each school makes a concerted effort to share and analyze all Georgia Milestone and CCRPI data. That data is then used to develop the individual school level improvement plans which all include specific professional learning opportunities. With a growing number of students who are economically disadvantaged, we will continue to see students who enter the school system without the foundation needed to be successful academically. We will need to continue to provide additional paraprofessional support in our primary and elementary school along with additional intervention support for both</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>behavior and academics. The After School program will be needed to provided additional support along with our mentor program. Teachers will need training in instructional strategies, FIP and resources to support student needs.</p>
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IDEA - Special Education

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

<p>Strengths</p>	<p>Communication between special education and general education staff and also with parents regarding their students' progress is a strength. SPED staff puts SWD's first on list of priorities. Staff feel supported in decision making regarding SWDs.</p>
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<p>Challenges</p>	<p>Continue to work on communication and consistent procedures throughout the district. Provide accessible training for GOIEP and other required documentation.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

<p>Strengths</p>	<p>A comprehensive needs assessment is held annually at both Title 1 schools with input from staff, parents, and community members which drives the planning and budgeting for the Title 1 program. By using the school-wide approach, the funds are used for the benefit of all our students. The feel of community ownership from the needs assessment to the expending of funds creates an environment in which every student is valued. Teacher training supplies, technologies, classroom material and personnel provided by Title 1 funds are used to serve our students in multiple ways.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	The negative connotation of the term "Title I" is found to be a stumbling block by veteran teachers who have worked in schools with targeted assistance programs. These teachers have been trained that Title I is only for students who are economically disadvantaged and find it hard to accept that all students in our schools qualify because we are school-wide schools.
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Title I, Part A - Foster Care

Strengths	Our transportation department works very cooperatively to arrange bus transportation to students in foster care.
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Challenges	Bus driver shortage creates challenges for the transportation department to work out the bus routes, particularly if an addition route needs to be implemented.
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Title I, Part A - Parent and Family Engagement

Strengths	The district employs a full time Family Engagement Specialist who works with parents and families at both Title 1 schools. Both Title 1 schools also have a Family Resource Room with materials for parents to check out to help their child at home. The Family Engagement Specialist is available to meet with parents before, during, and after school. The Family Engagement Specialist also holds parent workshops based on needs identified in the Title 1 Surveys. The Family Engagement Specialist works diligently to build relationships with our families and the schools. Parent nights are held at each school where parents are able to participate in lessons and activities in their child's classroom.
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Challenges	The biggest challenged faced in Parent and Family Engagement is recruiting parents and families to attend our parent meetings and workshops. Many parents do not have time in their schedule to attend functions or visit the Family Resource Room.
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Title I, Part C - Education of Migratory Children

Strengths	<p>The Migrant SSP is very knowledgeable and dedicated to the migrant students of Rabun County. By attending professional learning and working closely with the state the Migrant SSP offers resources to the migrant population that serves their needs.</p> <p>As migrant students enroll MSIX is checked to determine their academic status. They are given a pre-test to determine their present levels of performance. The migrant SSP serves K-12 throughout the school day. Additional tutors (classified teachers) are used after school if a student shows an extreme need.</p> <p>The SSP develops a schedule to serve preschool and OSY/DO during the school year. The same process is used with a pre-test to determine needs.</p> <p>During the summer season the SSP and migrant tutor (certified teacher) develop a schedule to serve preschool, K-12, and OSY/DO migrant participants. These schedules are flexible and fluid so that the sessions cause the least disruption to the work schedules of parents and participants.</p> <p>Throughout the year pre and post tests are given to MEP participants in order to track progress since the majority of our students are not in the county during standardized testing.</p>
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Challenges	<p>Receiving records from previous schools is often a challenge we face. Due to the transient nature of our MEP participants they often demonstrate gaps and weaknesses in all subjects with an emphasis in reading and math. Using pre/post tests, ACCESS scores (if available), Milestones scores (if available), and consultation with the regular school day the SSP develops tutoring to best serve the individual student.</p> <p>Due to a larger than expected number of middle and high school students arriving in the summer the district plans to begin extra tutoring beginning as soon as the summer program ends and school begins (pending staff approval).</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	<p>There are no Neglected institutions and no Delinquent institutions within the boundaries of the LEA.</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Challenges	There are no Neglected institutions and no Delinquent institutions within the boundaries of the LEA.
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Title II, Part A - Supporting Effective Instruction

Strengths	Rabun County continues to attract and retain effective teachers, leaders, and professional personnel to meet the projected student growth for the aging workforce and current staffing deficits. All staff receive professional learning and/or training to increase their skills and knowledge. New staff receive orientation training to fully immerse them in the Rabun County culture. Funds are allocated for mentors, PL stipends, GACE testing, adding endorsements & other fields to current certification to meet the diverse needs of students.
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Challenges	31% of certified staff have over 20 years experience which means there will be a large group retiring over the next few years. The system needs to be prepared for recruitment. The cost of housing in Rabun County appears to be a challenge when recruiting from outside. In addition, with the transition from HQ to PQ and In-field many educators do not understand requirements for certification.
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Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	<p>We serve students in a variety of ways (co-teach, class periods, and an innovative delivery model) which allows teachers to serve those students in a way that best suits the student. Student placement and data is reviewed quarterly. In addition, a Google Team Drive has been created that allows all staff access to forms and manuals. Professional development is provided regularly to all teachers of English Learners at the school level. The district is dedicated to providing resources that are teacher requested in order to best serve the needs of our students and to provide outside professional learning to Title III teachers as requested.</p> <p>Title III funded initiatives continue to help students to achieve higher levels of academic achievement and to assist them in learning the English language. FinishLine was utilized at our elementary school and the elementary school had 15 of our 19 (20 total, but 1 student exited with the new Alternate ACCESS procedures) students who exited the program. The district feels that FinishLine is one reason for the large number of exits at the elementary school.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students Describe your LEAs strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and English proficiency. (All LEAs must complete, regardless if receiving a Title III allocation or not.)

Strengths	<p>Rosetta Stone was utilized with our students who were new to the country and had no exposure to the English language. Raz-Plus, Ipads, supplemental teaching supplies were utilized by teachers to use in small groups with Title III students and they were also used in our after school tutoring program. In addition the Ipads were available to check out to students (following RCSS inventory procedures). Teachers reported an increase in student achievement from the students who utilized the Ipads.</p> <p>16.8% of our students who took the ACCESS test were exited from the program in the spring of 2019. English language learners met the improvement target in the most recent CCRPI report.</p>
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Challenges	<p>Analysis of Milestones data indicates the majority our ELs are still performing at Beginning and Developing levels across all subjects and grades. The district needs to continue to engage regular education teachers in professional learning as well as encourage cooperation between regular education teachers and ESOL teachers.</p> <p>The 2018-2019 school year was the first year of our Title III after school tutoring program. The district plans to fund the program again with an early start time in the year. The district attempted a summer program as well, but due to the lack of transportation we did not have any students who were able to attend. Raz-Plus and supplemental supplies will be purchased earlier in the year (to correspond with the tutoring program).</p> <p>Other challenges include family engagement at the middle and high school levels and increasing the number of ESOL certified staff.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>The School Social Worker serves as the Homeless Liaison. "Student Residency Questionnaires" are included in all student enrollment packets to assist in the identification of homeless students. The homeless liaison collaborates with school staff, parents, and community agencies to provide training and to insure homeless students are immediately enrolled in school and have access to adequate services, all in an effort to maintain school stability.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	Students and families may not be forthcoming about their homeless living situations due to embarrassment and/or fear of having their children taken away if they are reported to DFCS by the school officials. Additionally, families may not self-identify as "homeless" because the definition of "homeless" in the McKinney-Vento Act is broad, and encompasses living arrangements that are not commonly referred to as "homeless."
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Data is analyzed by the schools and district to identify equity gaps and to determine professional learning needs of staff. The system implements a New Teacher Orientation at district and school levels. Years of experience are taken into account when administrators assign teaching positions. Mentors that are aligned with the grade/subject level are paired with teachers new to the profession or less than three years experience.
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Challenges	As veteran educators retire and new teachers are hired it can take time for the new teachers to acclimate to the teaching profession.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	The Title IV, Part A grant has provided the district with an opportunity to provide supplemental services to all students. Services provided have not only served the academic needs of students, they have served whole child as well.
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Challenges	Some initiatives were not implemented fully at the school level.
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Title V, Part B - Rural Education

Strengths	The Title V, Part B grant has provided the district with an opportunity to provide supplemental services to all students. Academic support through personnel and supplies has been provided.
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Title V, Part B - Rural Education

Challenges	Challenges include the prioritization of needs.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Growth in student achievement
How severe is the need?	Low
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	Improvement in climate
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Growth in student achievement

Root Cause # 1

Root Causes to be Addressed	There is a need for a literacy plan in grades PK-12
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	There is a need to provide families with opportunities to positively engage with schools.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	There is a need to expand professional learning opportunities to address the needs of diverse learners
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Attendance rates for students and staff
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness

Root Cause # 4

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	There is a need to provide extra academic support for students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Students often lack appropriate health care which interferes with their learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 6

Additional Responses	
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Overarching Need - Improvement in climate

Root Cause # 1

Root Causes to be Addressed	Discipline strategies
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Attendance rates for students and staff
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Professional learning opportunities to address the mental health of students, coping strategies, and drug/alcohol prevention needs to be provided
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Mental health education, coping strategies, and drug/alcohol prevention education, and anti-bullying strategies need to be provided to students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 4

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	There is a need to actively monitor and intervene in harmful, violent, and self-harming student behavior
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	There is a need for advocates/mentors for students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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District Improvement Plan 2019 - 2020



Rabun County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Rabun
Team Lead	Amy Pruitt

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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

2. DISTRICT IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Growth in student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	There is a need for a literacy plan in grades PK-12
Root Cause # 2	There is a need to provide families with opportunities to positively engage with schools.
Root Cause # 3	There is a need to expand professional learning opportunities to address the needs of diverse learners
Root Cause # 4	Attendance rates for students and staff
Root Cause # 5	There is a need to provide extra academic support for students
Root Cause # 6	Students often lack appropriate health care which interferes with their learning
Goal	To increase by 3% the number of students scoring proficient or above on English Language Arts and Math Milestones assessments

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Continue to provide paraprofessional support in PK-3rd grade and special education classrooms
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	CPI Reports, Schedules
Method for Monitoring Effectiveness	Classroom assessments, benchmarks, Milestones, personnel evaluations
Position/Role Responsible	Federal Programs Director, Student Services Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Yearly

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

Action Step	Provide targeted professional learning to include academic/subject specific, social-emotional needs of students, and others that meet individual and/or school/district needs.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title V, Part B IDEA

Action Step # 2

Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, registration records
Method for Monitoring Effectiveness	SWIS data, Lexile scores, staff evaluations
Position/Role Responsible	Federal Programs Director, Assistant Superintendent, Student Services Director, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The district will work with Pioneer RESA, parents and families, and private organizations to carry out this action step.
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Action Step # 3

Action Step	Provide induction training and mentors for teachers and leaders.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mentor Logs
Method for Monitoring Effectiveness	Mentor Surveys
Position/Role Responsible	Federal Programs Director, Assistant Superintendent, Principals
Evidence Based Indicator	Strong
Timeline for Implementation	Others : Semi-annually

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 3

What partnerships 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 # 4

Action Step	Increase opportunities and provide strategies and resources to promote family engagement.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign ins, material checkout sheets, FES activity log
Method for Monitoring Effectiveness	Title I surveys, workshop evaluations, parent surveys, Climate surveys, IEP participation
Position/Role Responsible	Federal Programs Director, Family Engagement Specialists, Student Services Director, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Monthly

What partnerships 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)?	The district will work with parents, families, the community, and community based organizations to carry out this action step.
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Action Step # 5

Action Step	Provide additional academic support through interventionists, tutors, and dual enrollment specialists in needed subject areas.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Time sheets, lesson plans
Method for Monitoring Effectiveness	EasyCBM results, pre/post tests
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Student Services Director, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The district will work with school councils, the CTAE advisory board, and local colleges (currently North Georgia Technical College and Young Harris College) to carry out this action step.
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Action Step # 6

Action Step # 6

Action Step	Provide Migrant staff to assist Migrant students and families .
Funding Sources	Title I, Part C
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	schedules, timesheets
Method for Monitoring Effectiveness	EasyCBM results, pre/post tests
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The Migrant SSP works with local employers, the health department, doctors, and other community agencies to best serve our Migrant families.
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Action Step # 7

Action Step	Expand instructional opportunities outside of school time (After School program, tutoring, Saturday School).
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	time sheets, lesson plans, calendars
Method for Monitoring Effectiveness	Milestones, achievement scores, attendance reports, discipline logs
Position/Role Responsible	Federal Programs Director, Student Services Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The district will work with local partners (Teaching Kitchen of Northeast Georgia, Rabun County Recreation Department, Home Depot) to carry out this action step.
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Action Step # 8

Action Step	Provide additional academic support through curriculum and materials (technology, software, leveled readers, books other than textbooks, bench-marking kits, comprehension materials, fluency materials, manipulatives, STEM materials, reading lab) as needed in subject areas
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Expenditure reports
Method for Monitoring Effectiveness	EasyCBM data, EOG and EOC data, surveys
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Principals, Student Services Director
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The district will work with school councils and the CTAE advisory board to carry out this action step.
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Action Step # 9

Action Step	Provide increased opportunities for vertical and horizontal collaborative planning.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedules, logs, agendas, sign in sheets
Method for Monitoring Effectiveness	Meeting minutes, curriculum maps
Position/Role Responsible	Federal Programs Director,, Principals, Assistant Superintendents
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 9

What partnerships 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 # 10

Action Step	Develop leadership capacity of current employees
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign in sheets, agendas, job assignments
Method for Monitoring Effectiveness	LKES, TKES
Position/Role Responsible	Superintendent, Assistant Superintendents, Federal Programs Director, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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 # 11

Action Step	Develop a K-12 Literacy Plan (professional learning, instructional materials, computer software)
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B

Action Step # 11

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign ins, training sessions
Method for Monitoring Effectiveness	Lexile Scores, Milestones Scores
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Principals
Evidence Based Indicator	Demonstrate a Rationale
Timeline for Implementation	Yearly

What partnerships 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)?	The district will work with school councils and the CTAE advisory board to carry out this action step.
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2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improvement in climate
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Discipline strategies
Root Cause # 2	Attendance rates for students and staff
Root Cause # 3	Professional learning opportunities to address the mental health of students, coping strategies, and drug/alcohol prevention needs to be provided
Root Cause # 4	Mental health education, coping strategies, and drug/alcohol prevention education, and anti-bullying strategies need to be provided to students
Root Cause # 5	There is a need to actively monitor and intervene in harmful, violent, and self-harming student behavior
Root Cause # 6	There is a need for advocates/mentors for students
Goal	Each school will have a minimum of 4 stars on their CCRPI Climate rating.

Equity Gap

Equity Gap	CCRPI Star climate rating
Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Expenditure reports
Method for Monitoring Effectiveness	SWIS data, Student Health Survey data
Position/Role Responsible	Federal Programs Director, Assistant Superintendents , Student Services Director, School Social Worker
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The school system will work with the IRabun County Health Department, health service providers, mental health providers, Pioneer RESA, and other organizations (FAITH, Community Partnership of Rabun County) to develop and implement this step.
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Action Step # 2

Action Step	Provide adult advocates for students
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Advisement rosters, REACH Scholarship Logs, Schedules, Lesson Plans
Method for Monitoring Effectiveness	SWIS data, surveys
Position/Role Responsible	Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The LEA will work with local community organizations(Boy Scouts, Baptist Churches of Rabun County, Methodist Churches of Rabun County) to implement team building activities in advisement sessions.
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Action Step # 3

Action Step	Increase opportunities for stakeholder involvement, promote and encourage community partnerships, and the expand diversity of stakeholders represented.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes, agendas, Partners in Education reports
Method for Monitoring Effectiveness	Feedback forms, surveys

Action Step # 3

Position/Role Responsible	Federal Programs Director, Assistant Superintendents , Student Services Director, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Quarterly

What partnerships 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)?	The school system will work with local businesses, faith based organizations, and community based organizations to carry out this action step.
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Action Step # 4

Action Step	Provide targeted professional learning to include: PBIS, PBIS Rewards, RTI, socio-emotional needs of students, discipline strategies, behavior strategies, building staff capacity, school management, improving school climate, book studies, and others that meet individual and/or school/district needs.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, registration records
Method for Monitoring Effectiveness	SWIS data, Evaluations
Position/Role Responsible	Federal Programs Director, Assistant Superintendents , Student Services Director
Evidence Based Indicator	Promising
Timeline for Implementation	Others : December and June

What partnerships with IHEs,	The district will work with Pioneer RESA, parents and community members, and private
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Action Step # 4

What partnerships 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)?	and faith based organizations (Pioneer RESA, FAITH) to carry out this action step.
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Action Step # 5

Action Step	Expand and strengthen Family Engagement outreach by utilizing our Family Engagement Specialist to work with families and the community
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	FES time logs, schedules, agenda, sign-in-sheets
Method for Monitoring Effectiveness	Surveys, Evaluations
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising
Timeline for Implementation	Monthly

What partnerships 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)?	The school system will work with local businesses, faith based organizations, community based organizations, and parents and families to carry out this action step.
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding</p> <ul style="list-style-type: none"> • how best to improve the district’s activities to meet the purpose of Title II, Part A; • and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community. 	<p>All stakeholders are invited to be involved in the process to improve student achievement and provide equitable access to effective educators. Surveys are distributed to parents, community, certified and classified employees to gather data and input. A needs assessment is completed by all certified staff and paraprofessionals to determine professional learning needs for the upcoming year. A committee of stakeholders met to determine gaps and needs based on data. The administrative team also shared school improvement needs. Faculty members have a voice through leadership meetings, faculty meetings, grade level meetings, and by serving on system level committees. Stakeholders are welcome and encouraged to serve on committees at the school and system level because their voice matters and they speak in the community. Sign-in sheets, agendas, and other documentation are kept showing the involvement of stakeholders in planning. Coordination of federal, state and local funds are used to prepare, train, and recruit effective teachers, principals, and other school leaders to meet the diverse needs of all students.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>Administrators are trained in the definitions of ineffective, out-of-field, and inexperienced teachers. They receive data reports from CPI, MySPA, and TKES summative evaluations so they know if any teacher fits the definition of "ineffective". Administrators work with teachers to improve deficiencies through a Professional Learning Plan in the TKES process. If deficiencies continue to exist, non-renewal procedures take place.</p> <p>The Federal Programs Director and Human Resources department monitor the certification of all teachers. Each school administrative team collaborates with Human Resources and Federal Programs Director to ensure that staff who meet PQ and In-field requirements, are supporting students in all</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>programs and to identify individuals in need of additional support. Teacher placement is handled at the school level and teacher experience is taken into consideration during this placement. Efforts are made so veteran experience exists on a grade level or in a department with a new teacher. Existing staff experience is monitored by the principals, and teachers are reassigned if necessary to acquire teacher experience equity.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> ● how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; ● how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; ● how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); ● how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and ● what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<p>Data from certified and classified needs assessment, TKES/LKES Summative Ratings on each of the standards, student growth data, self-assessments, and mentor/mentee surveys guide the professional growth planning and implementation process. Prioritized needs are targeted and a plan is developed to provide the training. All professional learning is evidenced-based, personalized, and focused on improving teaching and student learning and achievement.</p> <p>The most current needs assessment results show teachers prefer school-based professional learning communities. Collaborative planning times are included in the schedules for Professional Learning Communities to meet. Protocols are in place to protect the meeting times and ensure productivity. All PL will be job-embedded, but delivered in the method most effective for the persons needing the training. TKES/LKES will be the springboard for individualized learning, while the school improvement plan will guide other PL needs.</p> <p>Induction programs are in place for new teachers which include support from mentors. Other training requests based on the needs assessments completed by staff include: integrating technology into curriculum and instruction, content specific training, co-teaching, GSE/GPS, TKES/LKES, CCRPI, FIP, RTI, PBIS, vertical and horizontal planning, paraprofessional training, behavioral management, poverty, meeting needs of diverse learners, and endorsement classes. All PL training is documented with sign-in sheets, agendas, evaluations, and observations.</p> <p>The systems continues to build teacher and leader capacity through endorsements, degree programs, and RESA opportunities . All staff create a personalized learning goal or plan in the TLE platform which shows the training needed and the impact it will have on teaching and student outcomes.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:1. for all teachers (except Special Education), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Certification is waived for all teachers except Special Education.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>The professional qualifications for CTAE teachers are defined as:</p> <ul style="list-style-type: none"> Holding an associates degree in a CTAE related field Holding a Clearance Certificate <p>The professional qualifications for all other teachers (excluding special education and CTAE) are defined as:</p> <ul style="list-style-type: none"> Holding a Bachelor's Degree Holding a Clearance Certificate
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p>	<p>Rabun County has no identified schools needing support.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>CTAE programs such as Healthcare Science, Engineering & Welding have worked closely with academic teachers in science to align standards and collaborate on projects. The CTAE and academic teachers collaborate to tie together standards and curriculum for the students they share. Several of the academic teachers serve as judges and advisors for competitive events with the CTSO's. Students in Ag and Healthcare Science can also earn academic credit in Science through Plant Science, Animal Science, Essentials of Healthcare. Work-based learning allows students to work in settings that are tied to the pathways they have chosen to pursue at the high school and beyond. This year students in the Healthcare Science pathway have had the opportunity to job shadow, intern, and become employed through at the hospital. In grades 9-12 employability skills are addresses in each pathway. Instructors work with students and the CTAE council to develop work skills.</p> <p>Career lessons are incorporated at RCPS and RCES through lessons with the counselor.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>The System believes being proactive rather than reactive is the best discipline measure. Rabun County focuses on preventatives to establish behavior expectations. The district supports the efforts to reduce the overuse of discipline practices that remove students from the classroom by the following: Professional Learning - We believe that teachers and staff that are trained with a large repertoire of strategies will monitor and support positive student behavior lessening the need for discipline practices that remove students from the classroom. Data is collected from TAPS to determine specific teachers who struggle with differentiation and meeting the needs of diverse learners and support is provided. We have trained all certified staff using FIP because we believe this provides a system-side common language and establishes clearer expectations for our students. Rabun County provides Mindset training for our SPED teachers and para so that these techniques might prevent/de-escalate behaviors before aggression becomes an issue. We also provide 7 Habits, Love</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>& Logic training, , Darkness to Light training for all staff, Behavior Management Strategies, conflict resolution, child abuse training, bullying, cyber net bullying, internet and cell phone safety programs designed to prevent and manage student behavior as a proactive measure.</p> <p>Personnel - Rabun County has five School Resource Officers (one per school and one at our main entrance to campus) that provide support for students and staff. Paraprofessionals are also available Pre-K through 3 grade and in Special Education Classrooms (both resource and co-teaching) to provide additional adult support to students to both monitor behavior and provide instruction. Bus Monitors are employed to help maintain proper student behavior on both Special Education and regular bus routes. Family Engagement Specialists are utilized to provide support and strategies for both parents and students so that proper behavior expectations are learned early and practiced at home as well as school. A Migrant SSP is provided for our migrant students who work with students and teachers to bridge language barriers and promote proper behavior expectations. Community mentors are provided for at-risk students.</p> <p>Programs - PBIS is utilized at our Primary and Elementary School. The PBIS Behavior Code is inclusive of our bus routes and rewards for proper behavior are awarded monthly to buses with fewest number of bus referrals. Saturday School is implemented at our high school so that students can reclaim excessive absences allowing them opportunity to experience success which decreases student behavior issues. The REACH Scholarship program promotes good student behavior as eligibility is based on student achievement, attendance and student behavior.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> • 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 interests and skills. 	<p>The middle and high schools work jointly to conduct a rising 9th grade parent-student registration night on the high school's campus where parents and students are introduced to the high school administrative staff, our course offerings, and the class registration process. During this meeting administrators and guidance counselors provide an orientation to rising 9th graders. These students and parents also receive an information handbook which provides them with facts regarding different aspects of the high school curriculum including courses of study, along with college and career choices. Rising 9th grade students are also provided the opportunity to tour the high school campus with current student ambassadors as their guides, as well as attend a CTAE assembly where students and teachers present the various CTAE elective opportunities available to students.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> • 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 interests and skills. 	<p>Rising high school students are advised according to surveys and interest inventories previously completed in middle school. These inventories are used to help guide and develop Individual Graduation Plans for each student. These plans are used to provide college and career and/or employment opportunities for students. Students have opportunities to be in the Work-Based Learning program and/or participate in post-secondary classes, both on campus and virtually. Students utilize the Move On When Ready and dual enrollment opportunities with coordinating post secondary schools. Additionally, students have opportunities to participate in campus tours to help facilitate the transition. Surveys are conducted annually with employers and local partners to determine the needs within the school, at post-secondary institutions and on the job, to help make students successful. The Career and Technical teachers conduct Advisory Council Meetings with business partners, and the local development authority, at least twice a year to determine needs to ensure successful transitions for our students.</p> <p>Each year, in the days before school begins, rising 9th grade students are invited to an open house where students and parents pick up class schedules, locate their classes before the first day of school, and have an opportunity to conference with their teachers.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>A Pre-K Registration is held at the Central Office for rising four year olds. All registration packets are completed then a lottery drawing is held to fill the available slots. The Pre-K program is housed at the primary school. All students receive a letter during the summer from the teacher and a "Meet the Teacher" is held during pre-planning to welcome the students and the parents to the school.</p> <p>A Kindergarten Registration is held each spring to recruit all upcoming five year olds. An evening parent meeting is held at the school to share information about preparing your student for kindergarten, taking students on a tour of the building, and completing the required paperwork. All students in grades PK-2 receive a letter from the child's upcoming teacher welcoming them to their class and inviting them to the "Meet the Teacher" held the week before school starts.</p> <p>Second grade students who are transitioning from the primary school to the elementary school take a field trip to the elementary school in the spring of their second grade year to tour the building and meet the teachers. The</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>elementary schools hosts a parent meeting for the upcoming third grade parents as well. Letters are sent to all students at the elementary school during the summer as well letting them know who their teacher will be and inviting them to the "Meet the Teacher" before school starts.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Rabun County has no Title I Targeted Assistance Schools.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>Rabun County Primary School serves kindergarten through second grade with schoolwide Title 1 services. Each classroom has both a certified teacher and a paraprofessional who serve the class on a full time basis. Instruction is provided through whole group, small group, and individualized instruction. Technology, manipulatives, and leveled readers are used in each classroom. In addition to regular classroom instruction, students who demonstrate difficulty in reading are served in reading intervention at a minimum of three days a week.</p> <p>Rabun County Elementary School serves grades three through six with Title 1 schoolwide services. Each classroom has a certified teacher and third grade classes are also staffed with a full time paraprofessional. Instruction is provided through whole group, small group, and individualized instruction. Technology, manipulatives, and leveled readers are provided and used regularly in all classrooms. Teachers use a variety of strategies to teach all students. In addition to regular classroom instruction, students who demonstrate difficulty in reading are served in reading intervention at a minimum of three days a week.</p> <p>Although the focus of the district is growth English Language Arts and Math, the district believes that supporting and providing resources in all subject areas (including science and social studies) will support growth in both English</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>Language Arts and Math. Items in consideration to be purchased include: technology (Ipads and Chromebooks, novels, leveled readers, STEM supplies, manipulatives).</p> <p>With the focus on developing a system level literacy plan professional development will be provided to teachers on reading strategies.</p> <p>Rabun County has no Targeted Assistance Schools.</p> <p>Rabun County has no children in institutions for neglected or delinquent children.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> ● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	<p>Rabun County School District uses the Occupational Survey to identify migrant students. The surveys are included in registration packets and sent to the Migrant SSP who works with state staff to identify migrant students. In addition, many of the returning and new families meet with the Migrant SSP who then visits the respective schools with them to complete the registration process.</p> <p>The Rabun County School System has procedures in place to provide a timely transfer of school records for all students but particularly for migratory students. Rabun County utilizes the national Migrant Student Information Exchange (MSIX) system when enrolling and transferring migrant students which provides immediate information. In the district, the Migrant SSP utilizes the MSIX program. The school also has the parent/guardian sign a formal release when students withdraw. Records are then sent to the receiving school, if known.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ol style="list-style-type: none"> 1. to migratory preschool children 2. to out-of-school youth and drop-outs/ul 3. to out-of-school youth and drop-outs/ul 4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational 	<p>Specific activities to address the needs of migratory families are provided. Such activities shall include informing preschool children, out-of-school youth and drop-outs, and families gain access to, other education, health, nutrition, and social services. A migratory Parent Advisory Council (PAC) program is provided in conjunction with other parent involvement programs. Parent outreach is provided in a language that is understood by the family.</p> <p>The Rabun County School District has a Migrant SSP to help with communication and inform migrant families of all the resources that are available to them in our community. Parent Nights, Transition Meetings, ESOL Night, Title I Parent Meetings, and Open House are held at each school.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> 2. to migratory preschool children 3. to out-of-school youth and drop-outs/ul 4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer. 	<p>Community organizations are invited to attend the meetings to share what their organization has to offer. The Migrant SSP, Parent Engagement Specialist, and school social worker make home visits to help meet additional needs families may have. Communication from school is translated into the native language to help overcome the language barrier. Interpreters are also present in meetings to translate for parents. An annual Pre-K-12 Parent Extravaganza has been held to provide information and education to parents. Community agencies are invited to set up booths and share information with parents.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	<p>Rabun County utilizes "Wildcat Time" built in to the high school schedule to offer tutoring and remediation during the school day two days per week. Students with disabilities often meet with their teachers or case managers during this time to obtain any extra assistance they may need in order to progress in their coursework towards graduation. Rabun County partners with Vocational Rehabilitation to aid students who are eligible for this service in pursuing graduation and post-secondary outcomes. Rabun County will continue to utilize EOC milestones data to aid in instructional planning for students with disabilities.</p> <p>Rabun County utilizes its partnership with Vocational Rehabilitation (VR) to aid students with disabilities in transition planning. Students found eligible for VR are given a technology assessment to help them discover pieces of technology that would be helpful in assisting them in their post-secondary endeavors. Rabun County works with VR to assist the students in obtaining this equipment if possible. The VR counselor works closely with the high school department head and the SPED director for the referral process and also the evaluation process. In the partnership with VR, career training and evaluation can also occur for students who are eligible. Students have received training through Goodwill and other companies in order to aid in their post-secondary transition. Rabun County also takes students to local post-secondary schools to evaluate their post-secondary options along with bringing in a military recruiter throughout the year. Transition planning at</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	<p>each annual review IEP meeting is conducted as an IEP committee to determine any other specific transition activities that may be in the best interest of each student. Utilizing these activities assists in improving the graduation rate for SWDs as these students are able to see many different post-secondary options available to them.</p> <p>Professional Learning is provided by the SPED director, high school SPED department head, and the local VR counselor on an as needed basis, but at a minimum of once per year. Staff needing PL will be identified by SPED director and high school SPED department head through observation and through IEP/Transition Plan audits.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; 	<p>Rabun County will continue to work with Babies Can't Wait to transition children aged 3-5 from BCW. The Special Education Director will meet with the local BCW coordinator to conduct transition meetings on an as needed basis. Rabun County School System is also building a relationship with the new Head Start Director in Rabun County to help in identifying children who may have a disability between the ages of 3-5. Rabun County also utilizes easy CBM as a universal screener as part of Child Find.</p> <p>Rabun County will also hold a timely and meaningful consultation at least one time per year, usually in the fall for private and homeschool children suspected of being a child with a disability aged 3-5. At this meeting, the Special Education Director will discuss with parents the evaluation and identification process, should it be needed. This timely and meaningful consultation will be advertised in the local newspaper for a minimum of two weeks prior to the meeting. Notices will also be sent to the local private schools a minimum of two weeks in advance of the meeting.</p> <p>Once identified, students aged 3-5 can receive services at a variety of settings within the district. Some children receive services in a home based setting. This is on a limited basis and determined by the IEP committee. Parents of students receiving home based services will receive training from their service provider on an as needed basis. Other children aged 3-5 may receive services at the local Head Start Program as well as Rabun County's local Creative Learning Center (CLC). A Speech/Language Pathologist visits each of these locations on a weekly basis. Any training needed by staff at either of these locations is scheduled on an as needed basis with the Special Education Director and the SLP. Services are also offered within the district's Pre-K classrooms, based on the student's IEP. Services offered within the local school district Pre-K</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; 	<p>classrooms range from Direct Services on a daily basis to an inclusion setting offered on a daily basis or per the student's IEP. Other services offered, as dictated by the child's IEP, include Speech, Occupational Therapy, and Physical Therapy.</p> <p>Trainings are conducted each year with district staff during pre-planning and throughout the year on professional development days as needed. These trainings range from mental health training, to service specific training for each area. IEP training is offered to staff each year as well. Staff will be identified for specific technical assistance through direct supervision and monitoring by the local administration and the Special Education Director. Quarterly IEP audits will be conducted to locate any teachers in need of technical assistance in that area.</p> <p>Young children's activities are monitored for fidelity by the Special Education Director through IEP audits quarterly. The Special Education Director will also visit the classrooms within the district and outside agencies to discuss implementation and service availability along with evaluation of staff in order to determine if programs are being implemented with fidelity and also to determine if future training or improvements may be necessary.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; 	<p>IEP implementation will be monitored through the GOIEP system. Teachers will be trained on IEP and eligibility procedures at least annually and on an as needed basis. New teachers to Special Education will receive multiple training sessions regarding IEP and eligibility procedures along with training specific to the use and implementation of GOIEP. These trainings will be conducted by the Special Education Director. Teachers needing technical assistance in regards to IEP and eligibility procedures will be identified through quarterly IEP audits as well as through supervision by Special Education Director and school level administration.</p> <p>LRE must be discussed and considered at each student's annual IEP meeting, at a minimum. All students with disabilities are offered a continuum of services, which is discussed at the annual review IEP meeting, at a minimum.</p> <p>IEP accommodations and modifications are shared with teachers/staff working with SWD's via communication from the student's IEP case manager, whether via a hard copy provided by the IEP case manager, or through access to GOIEP as needed. All teachers have access to GOIEP after they create their account and IEP case managers make all teachers of SWD's a team member so that the accommodations and modifications can be viewed at any time by the teacher.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; 	<p>Communication from the IEP case manager to the student's teachers is critical for accommodations and modifications.</p> <p>Progress monitoring data, along with IEP progress reports, are utilized by the district to monitor if student's needs are being met. The student's teachers and IEP case managers/service providers, collect a majority of the progress monitoring data. This is collected in a variety of ways from benchmarks to data collection. As data is collected the student's teachers review the data to determine if the individualized accommodations or modifications in place are meeting the needs of each student. If the data collected shows needs are not being met then a meeting is called to discuss if the accommodation/modification or strategy was being implemented with fidelity or if a change to the accommodation/modification or strategy is required. A variety of data is collected from EOG/EOC scores to benchmark scores to Curriculum Based Measures along with day to day data collection of behaviors and performance on daily assignments. The Special Education Director oversees the implementation of this from the district standpoint, but school level administrators along with Special Education Department Heads assist with implementation within the different school buildings.</p> <p>PL will be targeted at different components of the IEP throughout the year. Beginning with the PLAAFP. The other components will be addressed at the different schools at different times for each school.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. 	<p>Rabun County will continue to monitor IEP implementation through its use of GOIEP and quarterly IEP monitoring for compliance with state and federal regulations. The Special Education Director will conduct quarterly audits of IEPs to assist in maintaining compliance with IDEA. Special Education Department Heads at the different school buildings may assist the Special Education Director with these audits as well.</p> <p>Professional Learning and Technical Assistance provided by GADOE is redelivered by the SPED Director in a variety of formats. The format will vary depending upon the information being redelivered. Sometimes the TA is communicated with the SPED department heads in a small group setting and then SPED department heads will redeliver the info to their teachers. Other times the SPED director will go to each individual school and redeliver the information. Electronic formats may be utilized also. The new SPED</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. 	<p>implementation manual updates have been and are continuing to be redelivered by the SPED Director to each department at the local schools in a format similar to how GADOE has delivered the info to district administrators with information discussed and time allowed for questions and answers.</p> <p>GOIEP aids the SPED director with timely and accurate data submissions. GOIEP keeps a record of all "due dates" for eligibilities, re-evaluations, IEPs, and SPED progress reports. The SPED director is able to get a real time look at any given time they log in to see if any of the aforementioned have gone past their due date for being submitted in a timely fashion. The SPED Director also utilizes the GADOE portal to submit information in a timely manner to the state as requested. The GADOE portal notifies the SPED Director of due dates for information needed.</p> <p>As stated earlier, IEPs will be audited quarterly by the SPED director and assisted by the SPED department heads at each school. This audit will include auditing transition plans for those IEPs that require a transition plan. Should an IEP or transition plan be noncompliant the SPED Director will contact the IEP case manager directly to discuss and resolve the noncompliant issue. The case manager will receive TA from the SPED director or the SPED department head should a noncompliance issue arise. Overall compliance and data submission is discussed at monthly special education professional learning community meetings at each individual school. The Special Education Director will lead these meetings or the SPED department heads will communicate the information monthly.</p>
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Title IV, Part A – Activities and Programming

<p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> ● well-rounded educational opportunities for all students, if applicable ● safe and healthy students, if applicable. ● the effective use of technology, 	
	<p>Well Rounded Educational Opportunities</p>
	<p>Activity: Dual Enrollment Coordinator Description: Our Dual Enrollment Coordinator assists in helping students fill out required paperwork, collect that paperwork, and ensure all required items have been submitted to the college. The coordinator also serves as a primary point of contact for our Dual Enrollment partners, and they frequently monitor student progress. The objective of the dual enrollment program is for high school students to earn both high school and college</p>

Title IV, Part A – Activities and Programming

<p>if applicable.</p>	<p>credits while enrolled in high school. Expected outcomes are for students involved in dual enrollment to obtain both high school and college credit. 2018-2019 Results: In the 2018-2019 school year there were 244 sections of dual enrollment with students obtaining both high school and college credits. 2019-2020 School Year Funding: With over 240 sections currently scheduled for dual enrollment it is necessary have a coordinator to assist the students. Need: There is a need to provide extra academic support for students Action Step: Goal 1/Action Step 5: Provide additional academic support through interventionists, tutors, and dual enrollment specialists in needed subject areas.</p>
	<p>Activity: BASE-SEL Education Description: BASE Education Social Emotional Learning (SEL) program, supports counselors and administrators in understanding their students' challenges to determine the best way to help them. The system alerts those who can help quickly, which can be a life saver in some cases. Students also complete assigned modules (from their counselor) on various mental health and drug education topics. The objective of the program is to reduce the amount of school suspension days. The expected outcome is to increase school attendance. 2018-2019 Results: Behavioral Alternatives to Suspension and Expulsion (BASE) - Social Emotional Learning (SEL) was launched in November for grades 6-12. There were a few unintended barriers to full implementation which included: starting the program mid-year, rather than at the beginning of the year, when more integration may have been possible and the time lapse between training and the launch was about a month, during which time some momentum was lost. 2019-2020 School Year Funding: A reassessment of our implementation plan includes the consideration of including the 6th grade modules into the curriculum. The program will be funded for the 19-20 school year with a more detailed plan of implementation. Need: Mental health education, coping strategies, and drug/alcohol prevention education, and anti-bullying strategies need to be provided to students Action Step: Goal 2/Action Step 1: Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.</p>
	<p>Activity: Vision Screening Materials and Resources Description: School nurses screen children each year for vision problems The purchase of additional screening materials will allow the nurses to have a more accurate assessment of the student. The objective of the vision program is to identify students who are in need of vision help. Expected outcomes include earlier identification of students with vision problems. Need: Students often lack appropriate health care which interferes with their learning Action Step: Goal 2/Action Step 1: Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.</p>
	<p>Activity: After School Tutoring Description: RCMS will offer a tutoring program to students who need extra help. This will be based on student need and teacher recommendation. This will occur 2-3 afternoons</p>

Title IV, Part A – Activities and Programming

	<p>per week. Need: There is a need to provide extra academic support for students Action Step: Goal 1/Action Step 7: Expand instructional opportunities outside of school time (After School program, tutoring, Saturday School).</p>
	<p>Safe and Healthy Students</p>
	<p>Activity: Assemblies Description: RCHS was able to schedule Dr. Adolph Brown, a nationally recognized educator, to speak to our students on February 26, 2019. He spoke on the topics of treating others with respect, making the best of your circumstances, setting and achieving goals, and developing a "no excuses" mindset. We have also implemented our own Character Education Assembly Program utilizing leaders within our school to speak once a month to students about treating others with respect and staying motivated to achieve their very best. The objective of the guest speaker assemblies is to reinforce student student expectations about behavior, mental health, setting goals, and respecting others. Expected outcomes are for students to rethink and/or change their attitudes and beliefs (will be measured with a survey). 2018-2019 Results: The response from our student body was overwhelmingly positive. Students and teachers continue to mention Dr. Brown and how he inspired them. 2019-2020 School Year Funding: RCHS will continue to focus on student mental well being and has requested continued funding for another guest speaker. Plans are in place to have students complete a survey after the speaker in order to measure the success of the speaker in changing the lives of students. Need: Mental health education, coping strategies, and drug/alcohol prevention education, and anti-bullying strategies need to be provided to students Action Step: Goal 2/Action Step 1: Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.</p>
	<p>Activity: Champion Sessions Description: Every student in our school has worked with their Champion to develop an academic goal for all four core content areas, a personal goal, an attendance goal, and a post-graduation goal. The objective of the Champions program is to give each student an adult advocate and to establish positive relationships between students and faculty. Expected outcomes included setting, tracking progress, and achieving goals. 2018-2019 Results: Students meet with their Champion once per month to review their progress towards that goal and develop strategies to help achieve those goals. We have purchased supplies to assist in building a positive, team atmosphere. 2019-2020 School Year Funding: Champion sessions will continue in the 19-20 school year. Need: There is a need for advocates/mentors for students Action Step: Goal 2/Action Step 2: Provide adult advocates for students</p>
	<p>Activity: Saturday School Description: We offer approximately two Saturday School sessions each month to provide students an opportunity to do the following: make up a missed unexcused absence, receive one-on-one tutoring, and/or serve a disciplinary consequence to prevent missing time in regularly scheduled classes. The objective of the Saturday school program is to provide</p>

Title IV, Part A – Activities and Programming

	<p>time outside of school hours for students to get extra help, make up absences, and serve discipline to avoid missing regular class time. The expected outcome is for students completing courses to receive credit.</p> <p>2018-2019 Results: Saturday School was held from October to May. An average of 30 students in each session were able to make up absences, receive tutoring, and serve discipline sentences.</p> <p>2019-2020 School Year Funding: Saturday School will continue in the 19-20 school year.</p> <p>Need: There is a need to provide extra academic support for students</p> <p>Action Step: Goal 1/Action Step 7: Expand instructional opportunities outside of school time (After School program, tutoring, Saturday School).</p>
	<p>Activity: Signs of Suicide</p> <p>Description: The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through "gatekeeper" education, and 5) encourage schools to develop community-based partnerships to support student mental health.</p> <p>Need: Mental health education, coping strategies, and drug/alcohol prevention education, and anti-bullying strategies need to be provided to students</p> <p>Action Step: Goal 2/Action Step 1: Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.</p>
	<p>Activity: Gaggle</p> <p>Description: Provides live safety management of all Google products for students. The objectives and outcomes for this program are to aide in the prevention of student self-harm, harassment of other students, and legal concerns.</p> <p>2018-2019 Results</p> <p>Violations - 121</p> <p>Questionable Content - 39</p> <p>Possible Student Situation - 2 (Extreme-where harm is expected or has happened to a student or someone else.</p> <p>2019-2020 School Year Funding: Gaggle will be funded for the 19-20 school year.</p> <p>Need: There is a need to actively monitor and intervene in harmful, violent, and self-harming student behavior</p> <p>Action Step: Goal 2/Action Step 1: Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software) to students and staff on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, bullying, violence.</p>
	<p>Effective Use of Technology</p>
	<p>Activity: STEM PL</p> <p>Description: This endorsement design includes reading, research, discussion, synthesis of knowledge, generation of new questions and artifacts, reflection, evaluation, and</p>

Title IV, Part A – Activities and Programming

	<p>assessment to produce implementation ready lessons. This course will provide a strong emphasis on the development and implementation of the inquiry process for STEM lesson development incorporating habits of mind and mathematical practices. The objective and expectation of the program is for teachers to obtain Pioneer RESA Stem Certification.</p> <p>2018-2019 Results: 4 teachers are in the process of obtaining their STEM endorsements through Pioneer RESA.</p> <p>2019-2020 School Year Funding: If the course is offered again, educators will be encouraged to participate. Other STEM specific professional learning will be funded as course become available.</p> <p>Need: There is a need to expand professional learning opportunities to address the needs of diverse learners</p> <p>Action Step: Goal 1/Action Step 2: Provide targeted professional learning to include academic/subject specific, social-emotional needs of students, and others that meet individual and/or school/district needs.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.</p>	<p>Title I schools hold an annual needs assessment each year as well as multiple opportunities for parent input throughout the year. All schools hold quarterly school council meetings during which progress on school plans is discussed. In addition, the district leadership team meets monthly to review and monitor steps in the district improvement plan.</p> <p>Additional consultation will occur (meetings, phone calls, emails) throughout the year with the following organizations: Pioneer RESA, Kiwanis Club, Pilot Club, school councils, CTAE Advisory boards, Teaching Kitchen of Northeast Georgia, Rabun County Recreation Department, Home Depot (working with our after school program), FAITH, Community Partnership of Rabun County, Rabun County Health Department, Boy Scouts, local churches, and Mountain Lakes Medical Center.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? ● Intervention Effective – Equity Gap Eliminated</p> <ul style="list-style-type: none"> ● Intervention Effective – Maintain Activities/Strategies ● Intervention Effective – Adjust Activities/Strategies ● Intervention Not Effective – Adjust 	<p>Equity Gap #1: Intervention Effective – Adjust Activities/Strategies</p> <p>Equity Gap #2: Intervention Effective – Adjust Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> ● Intervention Effective – Equity Gap Eliminated ● Intervention Effective – Maintain Activities/Strategies ● Intervention Effective – Adjust Activities/Strategies ● Intervention Not Effective – Adjust Activities/Strategies ● Intervention Not Effective – Abandon Activities/Strategies 	<p>Equity Gap #1: Intervention Effective – Adjust Activities/Strategies</p> <p>Equity Gap #2: Intervention Effective – Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #1</p> <p>Activities and strategies were implemented with the exception of poverty training. Due to the amount of volunteers needed for the training, the event was not able to take place. The Sunday Reading System was used in both the primary and elementary schools with our students who struggle with reading. Students have progressed and scores have increased with students moving from one level to another. Educators were able to attend a wide variety of professional development and professional learning communities in order to best serve the diverse needs of all their students. The MGP for 2018 is not available at this time. However, the following table shows the increase in the MGP with the available date.</p> <p>It is the expectation of the district that the MGP will continue to show improvement.</p> <p>Equity Gap #2</p> <p>All activities and strategies were implemented. The RTI process continued to be implemented at each school. All schools have a school level RTI coordinator and a school psychologist is housed at the primary school. The family engagement program continues to expand at our primary and elementary schools. Parents are attending workshops and visiting the family resource rooms to help their students. PBIS continues to grow at both our primary and elementary schools. Both schools have monthly PBIS team meetings and share data with faculty and staff. The after school program operated from September to April and Saturday school was held approximately two times per month. Both of these additional school times allowed students to receive extra support in needed subjects. The primary school received a 5 star climate rating on the 2018 CCRPI report and the other three schools received 4 stars.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	
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