



District Improvement Plan 2021 - 2022



Rabun County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Rabun County
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

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 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 to increase attendance rates for students and staff.
Root Cause # 2	Students often lack appropriate health care which interferes with their learning
Root Cause # 3	There is a need for a fully developed and implemented literacy plan in grades PK-12
Root Cause # 4	There is a need to expand professional learning opportunities to address the needs of diverse learners.
Root Cause # 5	There is a need to provide extra academic support for students
Root Cause # 6	There is a need to provide families with opportunities to positively engage with schools.
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)
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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

Equity Gap

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, MAP data
Position/Role Responsible	Federal Programs Director, Student Services Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Action Step # 1

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

Action Step	Provide targeted professional learning to include: Sonday, PBIS, endorsements, MTSS, FIP, technology integration, socio-emotional needs of students, discipline strategies, behavior strategies, building staff capacity, school management, BASE, balanced literacy, content specific, 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
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, MAP data
Position/Role Responsible	Federal Programs Director, Assistant Superintendent, Student Services Director, Principals
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 including specialized induction training for special education teachers.
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

Action Step # 3

Timeline for Implementation	Others : Semi-annually
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 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

Action Step # 4

Position/Role Responsible	Federal Programs Director, Family Engagement Specialists, Student Services Director, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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 V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Timesheets, lesson plans
Method for Monitoring Effectiveness	MAP data, pre/post tests
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Student Services Director, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	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	Provide migrant staff to assist migrant students and families .
Funding Sources	Title I, Part C
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	schedules, timesheets
Method for Monitoring Effectiveness	MAP data, pre/post tests
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 7

Funding Sources	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, calendars
Method for Monitoring Effectiveness	Milestones, MAP data, attendance reports, discipline logs
Position/Role Responsible	Federal Programs Director, Student Services Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 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, flexible seating) as needed in subject areas.
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	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Expenditure reports
Method for Monitoring Effectiveness	MAP 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

Does this action step support the selected equity intervention? No

Action Step # 8

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

Does this action step support the selected equity intervention?

Yes

Action Step # 9

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

Does this action step support the selected equity intervention?

Yes

Action Step # 10

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Continue to implement and refine the K-12 Literacy Plan (professional learning, instructional materials, computer software)
Funding Sources	Title I, Part A Title II, 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	Sign ins, training sessions
Method for Monitoring Effectiveness	Lexile Scores, Milestones Scores, MAP Data
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Action Step # 11

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

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

Equity Gap

Equity Gap	CCRPI Star climate rating
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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 Gap

Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate
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Action Step # 1

Action Step	Provide resources, materials, and training (guest speakers, vision/hearing screeners, instructional materials, computer software, flexible seating) to students, staff, and parents on non-academic barriers to learning: suicide, mental health, poverty, homeless, vision/hearing, self esteem, bullying, violence, and consequences of choices.
Funding Sources	Title I, 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
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Action Step # 1

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The school system will work with the Rabun County Health Department, health service providers, mental health providers, Pioneer RESA, and other organizations (FAITH, Community Partnership of Rabun County) as needed to develop and implement this step.
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Action Step # 2

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 Title V, Part B
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
Position/Role Responsible	Federal Programs Director, Assistant Superintendents , Student Services Director, Principals
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

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 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

Action Step # 3

Evidence Based Indicator	Promising
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Timeline for Implementation	Others : December and June
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

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

Action Step # 4

Method for Monitoring Effectiveness	Surveys, Evaluations
Position/Role Responsible	Federal Programs Director, Assistant Superintendents, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Develop teacher retention activities to promote morale and assist in recruiting and retaining effective teachers.
Funding Sources	Title II, Part A Title V, Part B
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, presentation notes
Method for Monitoring Effectiveness	Surveys, Evaluations

Action Step # 5

Position/Role Responsible	Federal Programs Director, Human Resources Manager, Assistant Superintendents, Principals
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Continue to implement and grow the PBIS program at RCES and RCPS by providing professional learning and resources to monitor implementation .
Funding Sources	Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment

Action Step # 6

Method for Monitoring Implementation	Walkthroughs, checklists
Method for Monitoring Effectiveness	SWIS data
Position/Role Responsible	Assistant Superintendent, Principals, School Coordinators
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district will work with Pioneer RESA when carrying out this step.
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4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal 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 II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<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 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 programs and to identify individuals in need of additional support.</p> <p>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: 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 resting in improvements in teaching and student outcomes.</p>	<p>Data from certified and classified needs assessment, TKES/LKES Summative Ratings on each of the standards, student MAP 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. 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 system 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? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), 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>[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 <p>*Rabun County will advance teachers who complete GaTAPP as a route to certification the same as teachers who follow a traditional path.</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Rabun County has no identified schools needing support. If any schools are identified as needing support in the future, the district will focus on the strategies listed to address needs in the district improvement plan to provide support to identified schools. Each of the four schools will create a school improvement plan to further guide the process of support. Collaboration between the district and school will be ongoing and fluid.</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: 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>	<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:</p> <p>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</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>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 paraprofessionals so that these techniques might prevent/de-escalate behaviors before aggression becomes an issue. We also provide 7 Habits, Love & 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. A Family Engagement Specialist is 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 as they are available.</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. As a part of the schools' PBIS plan there are daily, weekly, and quarterly reward systems in place to acknowledge students who are making good behavioral choices. 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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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

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: 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>	<p>The middle and high schools work jointly during the rising 9th grade class registration process. Information is published on the high school webpage and 8th graders consult with their content area teachers to register for 9th grade classes. Freshmen and their parents sign up for orientation with the student's advisor prior to school starting in the fall.</p> <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 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>
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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 online through the district 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>Kindergarten Registration opens in February for the following year to recruit all upcoming five year olds. Registration is completed online through the district office. An evening parent meeting is held at the school in May to share information about preparing your student for kindergarten, taking students and parents on a tour of the building. If COVID restrictions remain in place,</p>
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Preschool Transition Plans

	<p>the transition meeting and tour will occur virtually. 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 will take a virtual field trip to the elementary school in the spring of their second grade year to tour the building and meet the teachers. The elementary school hosts a parent meeting for the upcoming third grade parents as well. If COVID restrictions remain in place, the field trip and transition meeting and tour will occur virtually. 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 constation 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 mti-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: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<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. Students who demonstrate difficulties in math are served by math tutors as needed.</p>
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Title I, Part A – Instructional Programs

	<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 two days a week depending on need. Additionally, students are tutored in both reading and math as needed.</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 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 implementing the 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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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

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: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; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Rabun County School District uses the Occupational Survey to identify migrant students. The surveys are included in online registration and notifications are sent electronically 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 helps 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 will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations</p>	<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 Migrant SSP provides tutoring during the school day to migrant students who are enrolled in the system. The schedule is flexible and changes as students enter and exit the system. The Migrant SSP focused on math with the students during this school year and used a combination of learning manipulatives and regular classroom assignments. Preschool services are provided in the home where the Migrant SSP focuses on school readiness. The Migrant SSP visits them a minimum of once a week during the school year. Typically Friday is reserved for the Migrant SSP to serve OSY and DO. Serving the OSY/DO is dependent on the local employers and the Migrant SSP determined Friday would be the best day for this. During these lessons the Migrant SSP focuses on job embedded lessons that also help to increase the English proficiency of the OSY/DO population. During the summer, the Migrant Program holds summer program during the month of July as many of our families are not here in June. Working with a classroom teacher, the Migrant SSP focuses on the chosen MPO (math in 2021) with preschool and</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>receive appropriate non-academic support services.)</p>	<p>school age children. OSY/DO are still served on Friday and as need or requested by local employers.</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 (this year these events were impacted by the pandemic). 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.</p> <p>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 although this is currently limited with due to COVID-19.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<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 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. All Special Education Staff will receive an annual IEP/Transition overview PL discussing our district's procedures for completing and monitoring Transition Plans and goals. Staff needing additional PL will be identified by SPED director and high school SPED department head through observation and through IEP/Transition Plan audits. Those staff identified as needing additional PL throughout the year may receive additional Transition Plan training on how to write measurable transition goals, monitoring transition goals, and procedures for utilizing additional resources to aid our students in transition planning. PL monitoring will occur annually overall, but for any special education staff identified as needing additional PL, they will be</p>
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IDEA Performance Goals:

	<p>monitored on a quarterly basis. Sign-in sheets will be collected at any and all of these PL sessions. If any staff member misses an initial training a makeup date will be provided within the week to make sure all staff needing PL are accommodated. Additionally, special education teachers are provided the opportunity to attend other professional learning opportunities, outside of the district provided PL, as requested by the employee or supervisor.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures, services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population, collaboration with outside agencies, including any trainings conducted by the LEA, parent trainings</p>	<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 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</p>
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IDEA Performance Goals:

	<p>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: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<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. 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</p>
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IDEA Performance Goals:

	<p>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: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<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 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</p>
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IDEA Performance Goals:

	<p>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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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Rabun County intends to transfer Title IV, Part A funding to Title V, Part B.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will const any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>Rabun County intends to transfer Title IV, Part A funding to Title V, Part B.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? 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>	<p>Intervention Effective – Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #1 Activities and strategies were implemented as possible due to school closures and virtual learning. The Sunday Reading System was used in both the primary and elementary schools with our students who struggle with reading and Fountas and Pinnell Literacy was implemented in as well. 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 2020 is not available at this time. However, the following table shows the increase in the MGP with the available data</p> <p>It is the expectation of the district that the MGP will continue to show improvement.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not</p>	<p>Intervention Effective – Adjust Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

Effective – Abandon Activities/Strategies	
<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #2 All activities and strategies were implemented. The MTSS process continued to be implemented at each school. All schools have a school level MTSS coordinator and a school psychologist is housed at the primary school. A behavior specialist serves children in both the primary and elementary school. The family engagement program continues to expand at our primary and elementary schools although the current pandemic has limited participation this year. Parents are attending workshops and visiting the family resource rooms virtually 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 2019 to March of 2020 and restarted in November 2020. Saturday school was held approximately two times per month at RCHS. 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 2019 CCRPI report and the other three schools received 4 stars.</p>