Comprehensive Needs Assessment
2024 - 2025 District Report

Georgia Cyber Academy

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
Multiple Program(s)	Superintendent/Assistant Superintendent	Mike Kooi
Multiple Program(s)	Federal Programs Director	Julie Ferrer
Multiple Program(s)	Curriculum Director	Dr. Deirdre Daniels
Multiple Program(s)	School Leader (#1)	George Wilkerson
Multiple Program(s)	School Leader (#2)	Dr. Angela Anglin-Taylor
Multiple Program(s)	Teacher Representative (#1)	Tabitha Walker
Multiple Program(s)	Teacher Representative (#2)	Lillian Boyd
McKinney-Vento Homeless	Homeless Liaison	Ja'Net Crayton
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Jonathan Brock Tarno
Title I, Part A	Title I, Part A Director	Julie Ferrer
Title I, Part A	Family Engagement Coordinator	Michelle Gilyard
Title I, Part A - Foster Care	Foster Care Point of Contact	Ja'Net Crayton
Title II, Part A	Title II, Part A Coordinator	Julie Ferrer
Title III	Title III Director	Julie Ferrer
Title IV, Part A	Title IV, Part A Director	Julie Ferrer
Title I, Part C	Migrant Coordinator	Sophia Sutherland

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Kevin Goldberg
Multiple Program(s)	Finance Director	Andre Hopewell
Multiple Program(s)	Other Federal Programs Coordinators	Christy Pierce
Multiple Program(s)	CTAE Coordinator	Dr. Raymont Burke

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Gail Robertson
Multiple Program(s)	Principal Representatives	Ingrid Bailey
Multiple Program(s)	High School Counselor / Academic Counselor	Amina Ross
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	Julie Woodson
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Emily Post
21st CCLC	21st CCLC Program Director	
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	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
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
Multiple Program(s)	Students (8th - 12th grade)	Faith Martin
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Juanita Sanders
Title I, Part A - Foster Care	Local DFCS Contacts	Brooke Ford
Title II, Part A	Principals	Hillary Mullinax
Title II, Part A	Teachers	Dan Hall
Title II, Part A	Paraprofessionals	Nicole Dixon
Title II, Part A	Specialized Instructional Support Personnel	Patricia Beebe
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Anna Lyle
Title III, Part A	Parents of English Learners	Madonna Zuniga

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Robert Blevins
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)	
Migrant	Migrant PAC Members	

Recommended and Additional Stakeholders

Program	Position/Role	Name
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	Leona Garcia
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?	A series of virtual meetings were conducted for stakeholders to explain the importance of participation in the annual Comprehensive Needs Assessment (CNA) and Comprehensive LEA Improvement Plan (CLIP). Staff had the opportunity to nominate themselves and others for the School Improvement Team. Committee members were selected by the school directors to ensure diverse perspectives from all departments and stakeholder levels, taking into consideration required members and covering representation from all departments.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	After each CNA/CLIP meeting, the Comprehensive Needs Assessment (CNA) survey was sent to staff, families, and community stakeholders to provide feedback. A recording of the meeting and directions to complete the CNA were provided in a newsletter to ensure all stakeholders had the opportunity to participate.

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		
1. 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 capcity of school staff to lead curriculum design efforts.	✓
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. 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	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	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	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	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	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	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	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	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	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	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	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.	2.29
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.	2.06
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.	2.19
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.08
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.	2.06
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.02
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.	2.02
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.	2.01
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.	2.02
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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, buy 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.	2.29
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.	2.26
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.	2.06

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.	2.19
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
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.	2.10
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.19
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.24
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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.	2.19
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
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.	2.10
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.19
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.14
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.	2.24
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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.	

Family and Community Engagement Data

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.	

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.	2.26
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.19
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

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.	2.29
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.	2.26
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.	2.06
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.	2.19
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.19
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.	2.10
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.19
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

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.	2.14
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.	2.08
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.	2.06
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.02
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.	2.02
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.	2.01
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.12
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.	2.02
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.	2.24
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Cyber Academy (GCA) used the CLIP questions to create the Comprehensive Needs Assessment (CNA) survey to share with stakeholders. GCA held meetings with leadership, staff, and parents to receive feedback. GCA also worked with the PTSO, our Parent Advisory Council, human resources, and our Student Advisory Councils to obtain regular feedback. Weekly meetings are held with all areas of responsibility and concern including curriculum, academics, operations, financial, human resources, federal programs, compliance, special education, Parent, Faculty, and Student Advisories, Assessments, Counseling, and Instructional supports. GCA evaluated the information received and used that data to focus on the most prevalent needs.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The Comprehensive Needs Assessment perception data highlights several key areas for improvement: enhancing communication and collaboration across all administrative levels and departments, raising awareness of available services and materials for students, improving the alignment of physical materials, enhancing parent accountability, and increasing student engagement in live instruction.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	A variety of process data sources were utilized, including formal and informal classroom observations, the percentage of staff meeting TKES goals, student participation in clubs, as well as staff and student engagement in counseling services, and parent meeting attendance.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data shows a need for greater staff communication across all departments and levels. Additionally, GCA showed a need for increased student engagement with camera expectations in live class, increased accountability for parents in the learning process, and a need for social connections amongst all students at all levels of academic performance.

What achievement data did you use?	Various achievement data, including class attendance reports, assessment completion rates, MAP scores, Lexile scores, RIT scores, interim assessment scores, EOG/EOC scores, and ACCESS testing scores, was used to determine our needs. These data points provided insights into student engagement, performance, and growth, guiding our instructional strategies and support efforts.

What does your achievement data tell you?	The data shows a 7% improvement in ELA and math performance for students who have have remained at GCA for 3-years. There is a 9% increase in math and ELA performance for students that are at GCA for 5 years. During the 2023-2024 school year, subgroups such as special education, ESOL, and MKV experienced a 4% rise in pass rates on ELA and math MAP and interim assessments compared to the previous year. English Learners demonstrated a notable 15% increase in MAP scores between fall 2023 and spring 2024. Preliminary data suggests a downward trend in milestone scores from 2022-2023 to 2023-2024, consistent with MAP performance and interim assessment scores.

What demographic data did you use?	Students' academic achievement data (Pass/Fail of content, MAP, and Interim Assessments) and attendance by ethnicity and subgroups were analyzed to identify equity gaps, trends, and patterns.

What does the demographic data tell you?	Students in various subgroups (EL, MKV, 504, and SPED) perform below the grade-level average as measured by Interim Assessments (IA) and semester content pass rates. MKV students show the lowest performance across all subgroups and grade bands. EL students have a lower pass rate on IA3 compared to the grade level averages, with the exception of the primary grade level, where EL students performed above their peers. The truancy rate among McKinney-Vento students is ten times higher than any other subgroup. There is a persistent need to improve services for students in these subgroups through evidence-based interventions tailored to diverse learners. Students whose parents are Limited English Proficient are performing above the grade-level average pass rates, except at the middle grades level. In addition, the gifted population is performing higher in every grade band as measured by IA3 and semester pass rates.

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

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?	Overall, Georgia Cyber Academy's (GCA's) performance in coherent instruction is exemplary. Areas of strength continue to be the curriculum coaches and coordinators, who provide constructive feedback and support to teachers, the alignment of our curriculum with state standards, the professional development for new and returning teachers, and the abundance of resources we provide to teachers. Areas identified for improvement include communication, the instructional time lost due to assessments, and teacher autonomy.
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?	Overall, GCA's performance effective leadership is exemplary. GCA's stakeholders view the leadership as supportive, helpful, and encouraging. Stakeholders addressed the following areas for growth: more clear and transparent communication, providing stakeholders a voice in decision-making, and focusing on building relationships between administration and teachers.
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?	Overall, GCA excels in professional capacity. Stakeholders commend us for providing ample opportunities for professional development tailored to staff goals and for staffing professionally qualified teachers. The need for improvement lies in providing individualized professional development opportunities for non-instructional staff and staff in specialized areas of content and various student subgroups.
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?	GCA is performing at an exemplary level in the area of Family and Community Engagement. Stakeholders have identified several strengths, including the relevance and informativeness of the Family-School Partnership Coordinators (FSPC) parent meetings, the increased engagement of LEP-Spanish families due to the addition of Spanish parent meetings, the family-friendly and accessible format of the newsletters, which streamline communications across departments, and the significant role of Family Engagement Liaisons in the success

Strengths and Challenges Based on Trends and Patterns

	of students and families. Areas of improvement identified by stakeholders include the desire for more peer-to-peer relationship-building opportunities for parents and students, both in person and virtually, and the need to streamline communications, especially for parents with multiple students in various grade bands.
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?	GCA is performing at an exemplary level in the area of Supportive Learning Environment. Stakeholders commend the significant support provided by Family Engagement Liaisons in navigating GCA for students and families. Areas identified for improvement include addressing ongoing technical issues with the virtual classroom platform, CLASS, and enhancing student engagement during class.
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?	GCA has seen a rise in enrollment over the past year. However, the institution remains committed to enhancing fiscal responsibility by intensifying efforts to streamline and reduce expenditures. To ensure alignment with the needs of students, teachers, and overall success, GCA is meticulously analyzing its spending practices and seeking additional funding sources.
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?	The data consistently demonstrates that students' grades and test scores at GCA improve over time. The analysis of students attending for varying durations reveals compelling trends: a 7% improvement in ELA and math performance for our 3-year cohort, a 9% increase for our 5-year cohort, and no significant performance change after 7 years. Notably, during the 2023-2024 school year, subgroups such as special education, ESOL, and MKV experienced a 4% rise in pass rates on ELA and math MAP and interim assessments compared to the previous year. However, there was a concerning 7% decline in performance among gifted students. Encouragingly, English Learners demonstrated a notable 15% increase in MAP scores between fall 2023 and spring 2024. Preliminary data suggests a downward trend in milestone scores from 2022-2023 to 2023-2024, consistent with MAP performance and interim assessment scores.

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.

Strengths	The Special Education (SE) Department at GCA has enhanced practices, developed new processes and procedures to ensure compliance with state and federal guidelines, and increased communication with all stakeholders to promote increased student outcomes for students with disabilities. The collaboration between instruction and compliance within the district level has strengthened and a communication protocol has been implemented which includes both cascading information from SE district leadership to school based personnel, as well as a protocol to streamline cross divisional communication and collaboration. Revisions of the Special Education Handbook, implementation of a comprehensive file reviewing and monitoring system, and improvements to the RDR, enrollment, and transfer IEP processes set the foundation for a successful Cross Functional Monitoring. Targeted technical support and professional development based on feedback from a comprehensive needs assessment has increased the knowledge and skills of special education staff members. Results of formal and informal staff surveys yielded a positive shift in the SE department culture, thus improving the perception of SE among GCA and improving the collaboration between cross divisional teams. Increased active instructional support, to include professional development on Specially Designed Instruction and effective models of co-teaching, has been provided to school level staff, followed by cycles of modeling, coaching, and feedback. The strategic utilization of special education paraprofessionals has provided additional academic support for students with disabilities. Overall, school and district SE staff have been flexible, receptive to feedback, and supportive in the implementation of new processes and best practices to facilitate department improvements.

Challenges	There is still a need to streamline communication between the district and grade bands, as well as to clarify roles and responsibilities. IEP teams require additional training on transition plans and the implementation of the math rubric. Contract agencies for related services need an overview of the implementation of services for GCA students. While contract services remain a significant part of the culture, GCA is working to bring more services in-house. The LIFE department is working to better understand cohort reassignment for students with significant cognitive disabilities. The SE department continues to strive to increase parent engagement at parent advisory meetings and IEP meetings. Efforts will continue to

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.

	streamline IEP meetings and the RDR process to ensure students with disabilities are not over-evaluated.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Social emotional learning, student support, and building community connections and relationships between students, families, their teachers, and GCA, as a whole, is necessary to continue to make strides in decreasing the achievement gap. Currently, many teachers are providing regular opportunities for students to interact during optional sessions called Lunch Bunch. These sessions are facilitated by staff members from their grade band, and subsequent grade-specific meet-ups, and expanding these sessions as embedded in the culture of GCA will help to ensures a comprehensive engagement strategy across all grade levels that can work to increase student support and achievement.

Challenges	There is a need to further create peer-to-peer support initiatives to improve student outcomes and achievement. Implementing peer tutoring and student teacher assistant programs further strengthens student engagement by fostering a supportive learning environment and promoting collaboration within the student community. This holistic approach not only encourages active participation but also cultivates a sense of belonging and academic empowerment among students, contributing significantly to overall school improvement efforts.

Title I, Part A - Foster Care

Strengths	GCA staffs a dedicated Transitional Student Liaison who specializes in working with students in foster care and collaborates closely with the Department of Family and Child Services. The school ensures that foster students have access to essential technology equipment, internet connectivity, and a consistent schooling environment, regardless of their relocation within Georgia. These efforts prevent these students from experiencing disruptions in their education when transitioning between foster homes. With a dedicated team providing ongoing

Title I, Part A - Foster Care

	support and evaluations, GCA empowers these students to thrive academically despite facing unforeseen challenges. In order to satisfy the requirements outlined in HB 855, the ISS department provides support to all students placed in Foster Care by creating a student Case management collaboration team, screening for educational impact related to trauma within 30 days of enrollment, developing a Plan of Support based on Education Impact Screening through the creation of a Trauma-Informed Education Support (TIES) Plan, and maintaining a Foster Care Student Tracker.

Challenges	GCA is actively working to improve our processes for identifying foster students. One of the key challenges is that students can enroll without us being aware of their foster care status. To address this issue, automated notifications in our Student Information System, Infinite Campus, have been implmented. These notifications will alert the Transitional Student Liaison (TSL) when a foster student enrolls, allowing timely support and assistance to be provided. Additionally, enrollment training is being enhanced to ensure that staff are better equipped to identify students in foster care from the outset.

Title I, Part A - Parent and Family Engagement

Strengths	The Family School Partnership Coordinators provide valuable and timely information to parents regularly in a language that is understandable. The increase in Spanish-speaking and literate staff members across departments have engaged our Spanish Limited English Proficient families in a way that we've never seen. Parents are grateful for the Parent Meetings in both English and Spanish as they are informative and give the parents a place to connect, ask questions, and provide feedback. Our school website continues to be a valuable information tool for staff, families, and the community. The entire team intentionally collaborates and facilitates sessions to prepare families for success.

Challenges	For parent engagement, support groups, and training requirements, there is a notable issue regarding families' awareness of existing resources. To address this, there is a proposal to make attendance mandatory for all families at Strong Start, Stay Strong, and Parent Meetings. Additionally, efforts will be made to provide comprehensive information about the various in-house resources available. Regarding staff awareness of student issues affecting the Whole Child, it has been observed that there is a lack of awareness among staff. To

Title I, Part A - Parent and Family Engagement

	rectify this, there is a need for more intentional IC training. This would involve providing job-specific training on how to utilize IC features available in the GCA Staff Help Center effectively. Another area of concern is the lack of inter-departmental communication among staff. This lack of communication extends to processes, procedures, student-centered programs, and initiatives. To improve communication and awareness, it is suggested that OneNote or a departmental data storage area be shared between departments. This shared space would provide view-only access, ensuring that all staff are informed and on the same page regarding important matters.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Georgia Cyber Academy (GCA) serves a very limited migrant population. The district ensures that the educational needs of these migrant students are met throughout the school year by assisting with the enrollment process, providing translation services for Spanish-speaking families, and offering resources to meet their needs. The Transitional Student Liaison (TSL) maintains monthly contact with the migrant families, helping them become familiar and comfortable with the virtual school environment and ensuring they know how to navigate the system. The goal is to ensure that migrant students reach challenging academic standards and succeed during their time at GCA.

Challenges	The challenge in supporting a very limited migrant population at GCA is identifying these students, as that requires communication and identification by the Georgia Department of Education. Every family complete the Occupational Survey as part of their enrollment process, but after submitting to GaDOE, the results have yielded very little return of students meeting the requirements.

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Georgia Cyber Academy does not participate in Title I, Part A and Title I, Part D - Neglected and Delinquent Children.

Challenges	Georgia Cyber Academy does not participate in Title I, Part A and Title I, Part D - Neglected and Delinquent Children.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title II, Part A funds."

Strengths	GCA has a robust offering of professional development, teacher training, and faculty and staff development that currently includes PD tracks, PLC common planning time, stipened department and content chair positions, new hire training program, and all staff professional development created from feedback collected by internal stakeholders.

Challenges	There is a need to prioritize educator empowerment through a robust professional development program tailored to teacher needs and expertise. By implementing a teacher-identified approach, educators are empowered to drive their own growth, fostering a collaborative environment that supports continuous improvement. Additionally, the establishment of committees focused on capacity building allows teachers to lead and participate in initiatives that enhance their professional skills, promoting a culture of collaboration and innovation throughout the school community. This proactive strategy not only enhances teacher satisfaction and efficacy but also contributes significantly to overall school improvement efforts.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges ofboththe ESOL and Title III, Part A language instruction educational programs.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	The ESOL department at GCA continues to remain committed to supporting students with a dedicated staff. The ESOL teachers go above and beyond to provide resources and advocate for the students' needs. This year, teachers taught scheduled ESOL classes for grades K-8, and an increase in participation in content classes was evident. Additionally, GCA utilizes Google Read & Write, offering students read-aloud accommodations and access to universal tools, including word-to-word translations. Access to ELA novels was ensured, and higher engagement levels and subsequent ELA pass rates were observed in classrooms where these resources were effectively utilized. Furthermore, GCA's teachers underwent training on the new WIDA standards as part of the district's roll-out plan. They were taught resources and strategies for implementing these standards into their classes. Ellevation remains an invaluable resource for the district, serving as a centralized platform for housing data and documents related to the English learners (ELs). There has been a continued influx of ESOL newcomers this year; a newcomer class was started, as well as supports for the teachers of newcomers.

Challenges	GCA has experienced a significant increase in its EL population in middle and secondary grade bands this year. The school is continuing to shift the way it serves students to increase language development while also keeping class sizes within state guidelines. The addition of block scheduling in the secondary grade band is expected to alleviate some of the strain. There is also an adjustment in the grade bands that teachers serve to support the change in the student population. Lastly, all content teachers of ELs are expected to implement the WIDA standards in their instruction. These teachers still need the necessary resources and support from their administrators to effectively integrate the WIDA standards with fidelity and ease.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The Transitional Student Liaisons (TSLs) remain invaluable assets at GCA, collaborating across departments to support our displaced, foster, migrant, and unaccompanied youth. Through the MKV Grant, we have provided essential supplies and services to these students. Our program has grown significantly, and our families benefit from our monthly resource newsletter, which outlines community resources and important updates from GCA. Community partnerships have played a crucial role in meeting the needs of our displaced students. Thanks to funding from the Georgia Department of Education, we can offer our students access to credit recovery, tutoring services, and mental health coaching at no charge. Additionally, due to our increased population, we have been able to hire an additional TSL to support the population.

Challenges	One of our key challenges lies in the nature of our traditional population, which often results in inconsistencies in education and lower levels of learning. Many students struggle academically, creating gaps in their education. We are actively working to provide supports and interventions to help eliminate these gaps and ensure that all students have the opportunity to succeed.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY25 Title IV, Part A funds."

Strengths	Georgia Cyber Academy has enhanced student support services using various funding sources. This includes 24/7 tutoring services, additional online curriculum supports for synchronous and asynchronous learning, and innovative tools like NearPod for improved virtual classroom interactions. Furthermore, the implementation of SORA has provided students with access to a wide range of reading materials, benefiting both pleasure reading and academic studies. Additionally, math and phonics manipulatives have proven valuable in helping students grasp complex concepts beyond digital platforms. These initiatives collectively contribute to a more enriched and effective learning experience for all students.

Title IV, Part A - Student Support and Academic Enrichment

Challenges	The school improvement plan addresses critical literacy and numeracy deficits impacting student achievement by implementing strategic initiatives. A focused literacy and numeracy newsletter and resource center will empower parents to support their students effectively, fostering a stronger home-school partnership. Furthermore, the integration of SORA and manipulative kits into scope and sequence documents ensures alignment with Georgia standards, enhancing instructional coherence and reinforcing key concepts for students. This comprehensive approach not only targets essential academic areas but also promotes collaboration between educators, families, and students, ultimately leading to improved student achievement and success.

Title I, Part A - Equitable Access to Effective Educators

Strengths	The New Hire Process continues to cover all district-wide platforms and GCA operational procedures. First-semester new hires had the opportunity for a week-long shadowing experience, including reflection and observation discussions that followed. New teachers continue to have multiple supports in place. An Instructional Mentor was added as a support this year and has proven to be a huge benefit to new hires. The training and development team, New Hire Professional Development Track, and individual mentor continue to be assets to the process as well.

Challenges	Timing continues to be a challenge for ongoing new hire onboarding. During the second semester, we implemented a one week onboarding process, in an effort to get new teachers in classrooms faster. However, feedback showed this was not as effective and gaps were evident in training.

Title V, Part B - Rural Education

Title V, Part B - Rural Education

Strengths	GCA does not participate in Title V, Parb B - Rural Education.

Challenges	GCA does not participate in Title V, Parb B - Rural Education.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student achievement in all content areas, across all grade levels, and all subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Increase the graduation rate.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

> Overarching Need - Improve student achievement in all content areas, across all grade levels, and all subgroups.

Root Cause # 1

Root Causes to be Addressed	The student retention rate at GCA (students remaining enrolled for consecutive years) directly impacts student performance, as higher rates of student turnover disrupt continuity in learning, leading to gaps in knowledge, reduced engagement, and decreased academic progress.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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	Consistent enrollment over consecutive years at GCA correlates with higher academic performance compared to students enrolling for only a single year. This is attributed to the cumulative effect of continued learning, familiarity with the school's curriculum and environment, established relationships with teachers and peers, and the ability to build upon previously acquired knowledge and skills, all of which contribute to greater academic success.

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	The lack of evidence-based instructional strategies to differentiate instruction for subgroup populations correlates with lower student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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	

Overarching Need - Increase the graduation rate.

Root Cause # 1

Root Causes to be Addressed	Teachers are teaching on-level standards which can be difficult to support students entering GCA with significant deficits.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory 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	Proper/additional support in place for freshmen students' transition to SGB with a focus on Algebra and 9th Grade ELA

District Improvement Plan
2024 - 2025

Georgia Cyber Academy

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Georgia Cyber Academy
Team Lead	Julie Ferrer
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
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:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
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)	
	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)Georgia Cyber Academy is given its poverty number by the Department of Education through a charter school calculation.

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	Improve student achievement in all content areas, across all grade levels, and all subgroups.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	The student retention rate at GCA (students remaining enrolled for consecutive years) directly impacts student performance, as higher rates of student turnover disrupt continuity in learning, leading to gaps in knowledge, reduced engagement, and decreased academic progress.
Root Cause # 2	The lack of evidence-based instructional strategies to differentiate instruction for subgroup populations correlates with lower student achievement.
Goal	Improve student performance in all subject areas by 3% measured by Georgia Milestones and/or summative assessments by the end of the school year.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

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 Gap

Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Utilize specialized staff positions to implement targeted strategies and interventions that support student learning and academic success, ultimately leading to increased student achievement.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Fully-staffed positions
Method for Monitoring Effectiveness	100% completion of TKES professional learning goals
Position/Role Responsible	Direct supervisors for each position
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly

Action Step # 1

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)?	

Action Step # 2

Action Step	Enhance student learning by providing supplemental resources to support academic achievement across all contents, grade levels, and populations.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Receipts; proof of delivery; usage reports; and lesson presentations
Method for Monitoring Effectiveness	Increase 3% academic performance in targeted areas receiving resources.
Position/Role Responsible	Administrators of departments receiving resources.
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

Timeline for Implementation	Yearly

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)?	Regional library partners

Action Step # 3

Action Step	Increase staff capacity by integrating personalized professional development connected to Professional Learning Goals, encompassing leadership development, specialized training, and whole-staff development in order to increase student achievement.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Conference redeliveries; agendas, minutes, and attendance; and certificates of completion
Method for Monitoring Effectiveness	Perception surveys and closing the gap for subgroups in content areas
Position/Role Responsible	Direct supervisors
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly

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)?	

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the graduation rate.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers are teaching on-level standards which can be difficult to support students entering GCA with significant deficits.
Goal	Increase the graduation rate by 3% by the end of the 2024-2025 school year.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	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 # 1

Action Step	Utilize specialized staff to provide academic support and guidance, ensuring that students are equipped with the necessary skills and resources to excel in their coursework, ultimately leading to an increase in the graduation rate.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Staff caseload roster; Meeting agendas & minutes
Method for Monitoring Effectiveness	Increased credits received by students working with GRASP counselor. Increase in students participating in Dual Enrollment.
Position/Role Responsible	Secondary Principal & Counseling Director
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

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)?	

Action Step # 2

Action Step	Expand access to college and career opportunities to empower students with the knowledge and resources needed to make informed decisions about their future pathways.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Pathway completion; College Tour attendance; Software usage
Method for Monitoring Effectiveness	Increase pathway completion as compared to SY24 by 3%.
Position/Role Responsible	Counseling Department & CTAE Administration
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

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)?	

Action Step # 3

Action Step	Develop individualized instruction for high school students who are at risk of failing to graduate on time to help them successfully earn the necessary credits and graduate on time.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Individual graduation plans; graduation rate
Method for Monitoring Effectiveness	Increase 4-year cohort graduation rate by 3% through the use of the graduation calculator and Academic Planner
Position/Role Responsible	Counseling Department, SGB Administration, CIA Administration
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

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)?	

Action Step # 4

Action Step	The Secondary Grade Band teachers and administration will participate in on-going professional development through various models to include; an in-person workshop, on-going secondary virtual professional learning communities, and required Professional Development Tracks.
Funding Sources	Title I, Part A SIG
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, Attendance, & Presentation slides
Method for Monitoring Effectiveness	70% of Secondary students will pass their content coursework as monitored monthly during the SGB CSI meetings.
Position/Role Responsible	Chief Academic Officer, Dr. Ahoba Arthur & Secondary Grade Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Monthly

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)?	Solution Tree to provide the in-person Workshop: Transforming School Culture. Transforming School Culture book by Anthony Muhammad for on-going Professional Development Track and Communities.

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

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).	Georgia Cyber Academy (GCA) coordinates services and supports across all federal programs using federal funds. GCA has created a survey document that directly reflects the questions and requirements of the CNA and CLIP process. Virtual meetings were conducted with stakeholders where all attendees were given the opportunity to provide feedback based on the survey and asked additional questions and provided feedback as needed. Following the live meetings, recordings and surveys were sent via email to those not in attendance. In addition, GCA meets annually with a county DFCS partner for updates in foster-care policies and procedures. In supporting GCA's students through federal funds, GCA provides direct family engagement to all families and academic supports to students (such as libraries, manipulatives, workbooks, and technology). GCA also provides ongoing, job-embedded, classroom-focused training for all teaching and administrative staff to support students in all subgroups.

Serving Low Income and Minority Children

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:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	At Georgia Cyber Academy, all teachers must meet GaPSC requirements. 1.Ineffective teachers are not renewed. 2.GCA works diligently to ensure teachers do not teach out-of-field. Waivers are applied for through the GaPSC, and teachers have one year to complete the proper certification. Failure to do so will result in reassignment to a position for which they are certified. 3.GCA ensures that inexperienced teachers receive extensive new teacher training, mentoring, and exceptional support through content chairs, assistant principals, and principals. GCA will be aslo implementing The Georgia Teacher Academy for Preparation and Pedagogy (GATAPP), an alternative (non-traditional) educator preparation program for those who did not complete the teacher certification requirement as part of their degree program.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Georgia Cyber Academy (GCA) collects extensive amounts of data and employs data coordinators to process results and report back to grade-band and district leadership. This data is then analyzed to identify educational improvements and support professional growth. TKES/LKES is utilized for teacher, leader, and contributing professional evaluations, ensuring that professional learning is ongoing and sustained through face-to-face professional development opportunities for all staff. Year-round professional development is conducted through online staff meetings and professional learning tracks. GCA seeks evidence-based professional development that supports district improvement goals, and all staff receive training on evidence-based practices.

PQ – Intent to Waive Certification

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)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 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). [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)]	GCA may waive all allowable certified positions.

PQ – Minimum Qualification

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)]	A minimum of a bachelor's degree.

State and Federally Identified Schools

State and Federally Identified Schools

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.	Georgia Cyber Academy, identified as CSI (graduation rate only), is working to improve graduation rates of students through the use of the CSI monthly committee meetings; implementation of a GRASP counselor position; Secondary Grade Band paraprofessionals; colloborative planning; transitioning to block scheduling; and continuing with graduation coaches and a dual enrollment program. Federal Funds will be used to provide professional development on increased graduation rates for high school teachers as required.

CTAE Coordination

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; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	To support programs that integrate academic and career and technical education content through coordinated instructional strategies and with an additional focus on work-based learning opportunities, a district might implement several key initiatives: Curriculum Integration: The district has implemented curricula that blend academic coursework with career and technical education content, ensuring that students see the connections between what they learn in the classroom and its real-world applications in various industries. Experiential Learning:The district will incorporate experiential learning opportunities like internships, job shadowing, or project-based learning. These experiences allow students to apply theoretical knowledge in practical settings, gaining hands-on skills and insights into potential career paths. Skill Development:Emphasis will be placed on promoting skills attainment relevant to in-demand occupations or industries. This could include technical skills specific to certain careers (like programming languages for IT or mechanical skills for manufacturing) and soft skills like communication, problem-solving, and teamwork. Work-Based Learning:It is crucial to collaborate with industry professionals to offer work-based learning opportunities. All work-based learning students will be affiliated with apprenticeships, mentorships, or industry partnerships that provide them with real-world exposure and networking opportunities. Academic Credit Recognition: The district will ensure students receive academic credit for participating in work-based learning and other relevant experiences. This recognition incentivizes students to engage fully in these opportunities while also validating the value of their practical learning experiences. Professional Development:Teachers and staff involved in these programs will receive ongoing professional development to stay updated with industry trends, teaching methodologies, and strategies for effectively integrating academic and career and technical education content.

CTAE Coordination

	Resource Allocation: Adequate resources, including funding, facilities, equipment, and technology, will be allocated and used to support these programs. This ensures students can access modern tools and environments that mirror industry standards. By implementing these strategies, Georgia Cyber Academy will have a robust ecosystem that seamlessly integrates academic and career and technical education content, prepares students for in-demand careers, and fosters meaningful connections between education and the workforce.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	Georgia Cyber Academy (GCA) utilizes Behavior Intervention specialist to support the behavioral patterns of students inappropriately participating or not participating at all. Students will be placed on a behavior plan to support appropriate and continued engagement in class. Parents will be trained in the use of Securly Home applications to support their knowledge of student online behaviors.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

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; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	The Special Education department employs Transition Coordinators who provide training, guidance, and resources to teachers on the development, implementation, and monitoring of transition plans. The Transition Coordinators work closely with the Parent Mentor to seek out and provide training on post-secondary resources and options. Providing tools and resources to families and students with disabilities, and offering various supports and opportunities for engagement through a flexible learning environment, increases graduation rate outcomes for students with disabilities. In collaboration with the Counseling department, students complete an Individual Graduation Plan (IGP) during their 8th-grade year in anticipation of their high school transition. The IGP highlights the student's interests and possible career pathways. The school staff also facilitates the completion of Individual Learning Plans (ILPs) at the same time for all students at GCA. The Department of Special Education offers Transition Focused Fridays (bi-weekly) to maintain a consistent focus on transition planning and skills development for students with disabilities. The school has purchased transition skills curriculum as a means of exploration and enrichment in support of the transition plan. During these scheduled sessions, students are able to update Transition Goals, complete lessons within their personal transition curriculum, and create entries for their transition portfolio. The District Parent Mentor offers parent resource and information sessions which parallel school-based Transition Focused Fridays in support of our ESSA initiatives. The district incorporates monthly professional development sessions on available resources, curriculum, community partners, and initiatives to ensure continuity of services in the area of Transition and Postsecondary Outcomes.

Preschool Transition Plans

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.	GCA does not provide services for young children (pre-school) ages 3-5 not yet funded for kindergarten with disabilities, but works with local school districts and agencies on Child Find Procedures. The goal is to improve the provision of free and appropriate public education to students with disabilities by ensuring the collection of data on student performance and academic functioning and develop Individualized Education Programs based on the needs and supports indicated by this information. Additionally, progress on goals, accommodations, and assistive technology needs are also considered. Staffing considerations have also assisted in ensuring the provision of a free appropriate public education by providing both a case manager and an instructional special education teacher to students with disabilities. The number of students with disabilities being served across the least restrictive environment (LRE) in classrooms is monitored as well.

Title I, Part A - Targeted Assisted Schools Description

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.	N/A - GCA is a school-wide Title I school.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Georgia Cyber Academy (GCA) is a single school district that operates as a Title I Schoolwide school. The Online CLIP is GCA's Title I Schoolwide Plan. The Title I Instructional Program at GCA enhances and supplements its core program by providing individualized plans for tailored academic student support through a unique team of liaisons who offer academic support, training, and removal of barriers for student success in a virtual environment. Additionally, GCA provides academic support personnel, materials, and resources to improve academic outcomes. GCA evaluates the instructional program annually through data collected from CLIP progress monitoring surveys, attendance data, and student achievement data. The instructional program is monitored twice

Title I, Part A – Instructional Programs

	annually to meet CLIP progress monitoring requirements. The Federal Programs manager collaborates with staff responsible for monitoring implementation and effectiveness data listed in the CLIP. If action steps are not implemented or are not proving effective, they will either be tweaked for better implementation with fidelity or dropped altogether. When action steps are fully implemented and successful, they are maintained until they are no longer needed. GCA does not have a Neglected and Delinquent program. Therefore, the virtual instructional program is consistent across GCA.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Georgia Cyber Academy (GCA) uses the Occupational Survey to identify potential migrant students through an online registration process that reflects the verbiage in the physical Occupational Survey form. Weekly Occupational Survey results are shared in the portal with our Migrant Education Office. The initial records request is handled by the parent during the GCA enrollment process. The Document Processors are responsible for ensuring that this process is complete. They will follow up with a 30-day and 60-day email request. The final request will be sent by certified mail from GCA to the parent. The Records Clerks will prepare and process the records to be released to the new school. They will maintain daily checks on requests that are submitted via mail, email, office fax, and e-fax. All requests are printed and time/date stamped as received and sent. Records Clerks will verify student status prior to releasing records. If students are listed as active, the School Counselor is immediately notified. The counselor will follow up with the requesting school to ensure the student is attending the school. The counselor will notify the homeroom teacher who will confirm the withdrawal with the family. Records Clerks are required to maintain a comprehensive electronic file of necessary documents to be released, to include: report cards, course completions, compliance documents if requested, and testing records. All records are to be released within 48 hours of request to ensure correct placement and student coding in the new system. Our Transitional Student Liaisons are responsible for assisting with obtaining records through the Migrant Educational Program. MSIX will be utilized to share educational and health information of migrant students traveling from state to state. The Transitional Student Liaison assigned to migrant students and their direct supervisor will access MSIX to identify transferred migrant students enrolling at GCA. MSIX will be used to pull and maintain the records that support appropriate enrollment, placement, and credit accrual.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	As a virtual school, Georgia Cyber Academy does not have any local support services. GCA has too few eligible migrant students and, therefore, does not receive direct funding for the Title I, Part C program based on the number of migrant students. We collaborate with state and regional migrant staff to monitor mobility/identification and address the needs of the migrant population. As students enter the school system, parents complete the online registration, which includes the Occupational Survey questions electronically. Returning students complete the Occupational Survey annually during reregistration. Occupational Survey data for parents identifying as migrant are submitted weekly during enrollment periods to the Migrant Education Office to determine their eligibility. When migrant students are identified, state guidance and requirements are followed for both serving and tracking the students. The Transitional Student Liaison ensures proper coding of migrant students in the SIS each time a report is received. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English language learner services, after-school tutoring at all grade levels, school supplies, and counseling services. State guidance on involving parents to keep them informed and to provide services needed for the migrant families is followed. GCA will continue to work with the ABAC Consortium staff and other local schools as needed.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| 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 proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | GCA is implementing the following post-secondary activities:
1.li dir="ltr"Vocational Rehabilitation referrals are completed as often as indicated by the IEP team for students with documented vocational needs. This review and referral process is integrated into the IEP meeting process upon review of the Transition Plan, Services, and Goals.
li dir="ltr"During the closing Summary of Performance (SOP) meetings, the Case Manager obtains contact information to be maintained in our records database for future follow up and tracking.
li dir="ltr"District special education staff receive a database of post-secondary agencies and support information to integrate into the IEP transition plan.
li dir="ltr"The Special Education Department monitors SE graduation requirements and course pacing for students receiving general and alternate diplomas. Additionally the staff monitors the assessment requirements for students on track for an alternate diploma.
li dir="ltr"Professional learning on the math rubric course scheduling and transition planning.

Post secondary outcomes are monitored by the Special Education staff to ensure fidelity through monthly compliance audits of transition plans. The transition program is monitored by: Special Education Assistant Principals and District Special Education personnel. Case managers are expected to take corrective action within 10 days of review, if needed, based on audit results. The District's Special Education Yearly Report Indicator 14 requires assessment and reporting of post-graduation statuses. Staff such as the high school special education administrators, Parent Mentor, and Transition Coordinators conduct focused audits, professional development sessions, and review of Due Process Checklists to ensure fidelity. GCA has established a relationship with the Georgia Department of Vocational Rehabilitation which helps facilitate post-secondary outcomes by assisting with completing all required documents for approval of post-secondary services. The district Parent Mentor works with parents and students on post-secondary outcomes by facilitating completion of paperwork and conducting training.

Special Education staff are provided training on topics such as: Writing Effective Transition Plans, Effective Progress Monitoring, Post-secondary and Vocational Resources, and Administering Transition Assessments. Training efficacy is assessed via surveys and the response data is integrated into the next cycle of training. Additional |

IDEA Performance Goals:

	Measures; Special education school level administrators will develop a graduation tracker to be implemented by Case Managers. Special Education Assistant Principals or Administrators will implement a Counselor/Administrator collaborative meeting to discuss student(s) in-school actions, progress towards graduation, and transition planning activities. An online Transition skills program will also be used to administer assessments such as career and interest exploration. Special Education specific Family Engagement Liaisons will be trained to support graduation year activities. Based on transition plan audit results, staff will receive technical assistance as needed.

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 proceduresServices 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 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	GCA is a tuition-free public charter school that serves students in kindergarten through twelfth grade. The district collaborates with local school districts and agencies on Child Find Procedures where necessary when dealing with students with disabilities ages 3-5. Efforts are made to improve the provision of free and appropriate public education to students with disabilities by ensuring the collection of data on student performance and academic functioning, and developing Individualized Education Programs based on the needs and supports indicated from this information. GCA's Child Find information is published on the school website and in the district handbook based on state and federal guidelines. Referrals can be made by any individual who has a concern about the child's development. The referral process is confidential, and parents retain the right to revoke consent for an evaluation. Services are provided by varying departments depending on the child's needs, including 504, RTI, EL, or special education. The child undergoes evaluations that address the whole child in the areas of hearing, motor skills, communication, general development, and suspected disabilities. These evaluations may assist in determining eligibility for services. When necessary, the child's teacher and a member of the Special Education department are contacted. For children ages 3-5, GCA assists the family by making recommendations to the appropriate school or agency. In collaboration with the Instructional Support Services department, the Special Education Staff offers professional development opportunities for Primary Grade Band special education staff, including a review of the SST/RTI initial referral process, Child Find process, requirements, and reporting, and the school's EIP program points of contact to address kindergarten students aged 5 or older. The Special Education Department collaborates with other district leadership to identify and refer students via the Enrollment Child Find Survey. Additionally, the Special Education Staff delivers school-wide professional development on Child Find procedures to all GCA staff. The Special Education Parent Mentor collaborates with local school districts across the state to facilitate referrals for services and establishes and maintains an agency partnerships list in collaboration with the School Counseling team to track and monitor completion of referrals. Quarterly data reports are reviewed by the Special Education Compliance team to track and

IDEA Performance Goals:

	monitor Child Find referral data and program metrics.

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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	Georgia Cyber Academy delivers special education programming and related services in the least restrictive environment, as determined by the student's IEP team. Instruction and services delivered in a virtual and/or face to face environment are provided at no cost to the parent, guardian or student. Through the virtual learning environment, all students can be served through the following continuum of services as outlined in GEORGIA RULE 160.4-7-.07 to include: regular education, additional supportive services, consultative, co-teaching, collaborative, small group, and self-contained, Home-based Instruction, Residential Placement In State or Out-of-State, and Hospital/Homebound Instructional settings. GCA is committed to hiring, retaining, and training sufficient staff to adequately provide the full continuum of service as needs fluctuate. Progress monitoring of IEP goals is accomplished through a variety of data collection methods using a variety of instructional programs, as well as the individualized assessments administered by special education and general education teachers. IEP mandated, specialized instructional services are provided via the online learning platform, and progress data is collected during live class sessions. Through the use of a Progress Monitoring platform, progress monitoring assessments are designed to aid in the continuous progression and mastery of students' IEP goals and objectives and led by certified special education teachers. The progress monitoring assessments are intended to track the student's academic, behavioral, and post-secondary goal maintenance. The IEP Team's review of the individual student's present levels of performance and progress monitoring data support the discussion of the appropriate services for that student. At the beginning of each semester, upon enrollment, or in the event there are changes to supports or services to an IEP, each service provider is required to sign the IEP record of access indicating his or her review of the student's IEP. All contract related service providers are given access to the most recent version of the IEP. Audits are conducted to ensure that FAPE is provided to children with disabilities includes, but are not limited to: quarterly schedule verifications, IEP audits, academic walk-throughs, and comprehensive reviews of reports to verify that service delivery is completed. Teachers are trained on IEP and eligibility procedures through a comprehensive training program developed for new and returning teachers. This training consists of a one-week training for new teachers, on-going monthly professional development as needed, and access to one-on-one technical assistance from school and district level Special Education staff. Technical assistance is available upon

IDEA Performance Goals:

	teacher request or identification through compliance monitoring.
	The Special Education Department provides ongoing professional development in the areas of ensuring the implementation of FAPE, specially designed instruction, and compliance best practices.
	The Special Education District Staff monitors completion of all processes and procedures through the monthly compliance audits, special education team meetings with school level administrators, and quarterly district data talks. In addition, sign in and checks for understanding are completed at professional development opportunities, where appropriate.
	The Special Education District Staff and grade band Special Education Leadership teams complete monthly performance reports, progress monitoring data presentations, review of performance data, teacher/leader performance and peer reviews to aid in summarizing how student's needs are being met.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	The Special Education Department provides ongoing professional development in the areas of ensuring the implementation of FAPE, specially designed instruction, and compliance best practices. These sessions are facilitated by the Special Education Training Coordinator, Special Education Administrators, and District Special Education Staff. Teachers and leadership staff attend monthly meetings, along with quarterly professional development sessions. The district maintains a professional development calendar which consists of both in person and virtual training sessions throughout the school year, as well as ensuring timely submission of data. The district provides a Procedures Manual which clearly outlines the process for IEP and Eligibility proceedings in conjunction with the GaDOE Implementation Manual guidelines. IEP teams ensure the least restrictive environment (LRE) for every student by utilizing current and relevant student data to inform the IEP team's decision making process. Special education teachers are required to have their IEP documents reviewed by an administrator prior to finalization.
	To ensure compliance of records, the Special Education Records and IEP Monitoring Team will conduct a monthly audit. Data from each record's review is to be documented using the Due Process Checklist. The disaggregation of data from the spreadsheet enables the Special Education Records and IEP Monitoring Team to easily determine whether there is noncompliance evident and to address these issues with the case manager and the special education administrator. Noncompliance is defined as missing or incomplete documents or records. Corrective actions and technical assistance are provided to address areas of noncompliance in a timely manner.

IDEA Performance Goals:

	The Special Education Department conducts classroom observations to ensure that teachers are providing specialized instruction that is differentiated, engaging, and meets the needs of students. Cross functional monitoring of IEPs and eligibility reports, hiring of professionally qualified teachers, gathering and analyzing data from related services to monitor growth or regression, all occur at least quarterly. Assistive technology (AT) support and training is provided quarterly for staff. Additional student specific training is provided to staff, as needed. For families, training is provided upon review of the student's IEP and at the recommendation of the IEP team. Extended school year (ESY) is provided when deemed appropriate by the IEP team based upon review of progress monitoring data, goals and evidence of need. Summer remediation is also offered for students needing additional academic support. GCA maintains a Special Education Procedures Manual that outlines all Special Education guidelines and procedures and is updated at least annually. District staff and special education school level administrators are responsible for ensuring implementation and assessment of these procedures via a pre and post survey.
	In addition, GCA conducts progress monitoring probes quarterly for all students with disabilities. All progress monitoring data is entered into Nucleus Data Platform where district staff and special education school level administrators monitor the data for student progress trends. Nucleus Data Platform is utilized by all grade levels for both academic and related services progress monitoring data to ensure special education teachers, general education teachers, and related service therapists collaborate across disciplines to support the provision of FAPE in the Least Restrictive Environment. Progress monitoring and program implementation data is reviewed monthly and discussed with teachers and district level staff. An IEP access tab in Infinite Campus is used to track acknowledgement of receipt and/or review of the IEP, goals, and accommodations for implementation in the classroom. GCA participates in the Georgia Parent Mentor Partnership Program, which is partially GCA funded and partially grant funded. Annually, parents are invited to an introduction to Special Education program facilitated by the Parent Mentor and parent information sessions are offered throughout the school year.
	The Special Education Director conducts district staff meetings to include all special education leaders at the district and grade band levels. Meeting agendas are developed to include program reports, program outcomes, redelivery of GADOE professional development, and focused review of program metrics to date. All data reviews, walkthroughs, and focused-audit results are compiled and analyzed on a quarterly basis with the district Special Education team to assess effectiveness.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult 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.	100% transfer of FY25 Title IV, Part A funds

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Maintain Activities/Strategies

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.	Equity Gap #1: Inexperienced virtual teachers and staff (less than 4 years of experience). Intervention:GCA needs to continue with a two-week new teacher training, job shadowing, and mentors for teachers. We will continue with ongoing professional learning tracks for staff to select relevant training. Progress:The two-week onboarding has gone well. We made an adjustment for the second semester, reducing onboarding to one week and adding another day of face-to-face orientation. This was an effort to get teachers into classrooms and fill the gap in consistent instruction. However, feedback indicates that new teachers need the full two weeks of onboarding. It allows them time to shadow classes and become more familiar with the programs and platforms they use daily. Teacher retention: - PGB: 97% - EGB: 96% - MGB: 95% - SGB: 84%

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

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Not Effective – Adjust Activities/Strategies

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.	Equity Gap #2:Student achievement across all grades and content areas.** Intervention: The expansion of math manipulatives to Kindergarten through Fifth grade students did not improve student achievement based on pass/fail rates or EOG scores. We need to address the needs of diverse learners by using evidence-based strategies when incorporating these manipulatives. Progress:During mid-year monitoring, it was identified that this intervention had not been implemented with fidelity. The Federal Programs Manager met with the Math Curriculum Coordinator in the spring, summer, and fall of 2023 to plan for the proper implementation of the math manipulatives. We expanded the kits to include 7th-grade students and added paper for 6th and 7th-grade students based on an identified need. However, the math coordinator did not communicate the plan to his leadership team and was later terminated for overall job performance. The materials were not used as intended. We received feedback that the manipulatives were not effective for middle school math standards; however, they did use the whiteboard that was in the kit. Based on this feedback, we provided only whiteboards to second-semester 5th-7th grade students and no longer provided the math manipulatives. The Federal Programs Director is now working closely with the Curriculum Assistant Director to survey content teachers on what would be useful and align with the changing standards. Based on the outcome of the needs assessment and the work of the FY25 CLIP committees, the student kits may be updated for SY25. A stronger plan of implementation will be required, along with an agreed timeline for professional development on evidence-based strategies related to using these materials.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)

Title I, Part A	N/A - GCA does not participate with private schools.

Title II, Part A	N/A - GCA does not participate with private schools.

Title III, Part A	N/A - GCA does not participate with private schools.

Title IV, Part A	N/A - GCA does not participate with private schools.

Title IV, Part B	N/A - GCA does not participate with private schools.

Title I, Part C	N/A - GCA does not participate with private schools.

IDEA 611 and 619	N/A - GCA does not participate with private schools.