



Comprehensive Needs Assessment 2023 - 2024 District Report



Elbert County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Robert Wheeler
Multiple Program(s)	Federal Programs Director	Fran Floyd
Multiple Program(s)	Curriculum Director	Tanya Long
Multiple Program(s)	School Leader (#1)	Christy Hart
Multiple Program(s)	School Leader (#2)	Donna Baker
Multiple Program(s)	Teacher Representative (#1)	Julie Wheeler
Multiple Program(s)	Teacher Representative (#2)	Stacy Rice
McKinney-Vento Homeless	Homeless Liaison	Kate Johnson
Neglected and Delinquent	N&D Coordinator	Fran Floyd
Rural	REAP Coordinator	Fran Floyd
Special Education	Special Education Director	Adam Kurtz
Title I, Part A	Title I, Part A Director	Fran Floyd
Title I, Part A	Family Engagement Coordinator	Fran Floyd
Title I, Part A - Foster Care	Foster Care Point of Contact	Kate Johnson
Title II, Part A	Title II, Part A Coordinator	Fran Floyd
Title III	Title III Director	Fran Floyd
Title IV, Part A	Title IV, Part A Director	Fran Floyd
Title I, Part C	Migrant Coordinator	Kate Johnson

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Adam Kurtz
Multiple Program(s)	Testing Director	Tanya Long
Multiple Program(s)	Finance Director	Keith Martin
Multiple Program(s)	Other Federal Programs Coordinators	Kate Johnson
Multiple Program(s)	CTAE Coordinator	Kim Fuller

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Rita Williams
Multiple Program(s)	Principal Representatives	Laura Albertson, Christy Hart, Jasper Huff, Donna Baker, Josh Rider
Multiple Program(s)	High School Counselor / Academic Counselor	Rhonda Driver
Multiple Program(s)	Early Childhood or Head Start Coordinator	Laura Albertson, Kellie Macris
Multiple Program(s)	Teacher Representatives	Emily Thompson, Kelley Moon, Corrie Padgett, Cindy Moon, Julie Wheeler, Brooke Dickerson, Jennifer Partain, Marjorie Moon, Jamie Holland, Tia Wood, Cathy Benson, Melissa Bridges, Mary Douglas, Steve Jordan, Edna Eberhardt, Lindsay Johnson, Staycie Rice, Kyle Ashworth, Austin Peavler, Lee Wells, Nat McCarty
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Tanya Long
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	Emily Thompson, Kelley Moon, Kellie Macris
Special Education	Student Success Coach (SSIP)	Kellie Macris
Title II, Part A	Human Resources Director	Adam Kurtz
Title II, Part A	Principal Supervisors	Ruth Westbrooks
Title II, Part A	Professional Learning Coordinators	Ruth Westbrooks
Title II, Part A	Bilingual Parent Liaisons	Wil Dig Hall
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	Clint Winter
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)	Students were invited, no students attended
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	Sherrell Eberhardt, Rachel McCall, Brooke Dickerson, William Jenkins, Katie Carrington, Galen Johnson, Kayonna Cureton, Marti Wiles
Title I, Part A - Foster Care	Local DFCS Contacts	Norma Heninger
Title II, Part A	Principals	Laura Albertson, Christy Hart, Jasper Huff, Donna Baker, Josh Rider
Title II, Part A	Teachers	Emily Thompson, Kelley Moon, Corrie Padgett, Cindy Moon, Julie Wheeler, Brooke Dickerson, Jennifer Partain, Marjorie Moon, Jamie Holland, Tia Wood, Cathy Benson, Melissa Bridges, Mary Douglas, Steve Jordan, Edna Eberhardt, Lindsay Johnson, Staycie Rice, Kyle Ashworth, Austin Peavler, Lee Wells, Nat McCarty
Title II, Part A	Paraprofessionals	Candius Vaughn, Tammy Vaughn, Corbin McKellar, Jaime Giardini,
Title II, Part A	Specialized Instructional Support Personnel	Corrie Padgett, Charla Webb, Victoria Mead
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Laura Evans
Title III, Part A	Parents of English Learners	Wildig Hall

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>District leaders began meeting in February 2023 to discuss the CNA/SIP process. District leaders met with school leaders in February to explain how the process would be structured and in March to follow-up with school leaders regarding their progress. They were made aware of the importance of including various stakeholders throughout the process. The administration teams invited various leaders and other stakeholders from the school and district level. All other stakeholders were selected and invited based on the required and recommended lists included in the district CNA. The schools were instructed to involve school leaders, staff, parents, and other stakeholders to complete school CNAs. Based on the selection of stakeholders at each school and at the district level, Elbert County is confident that an inclusive group with varied perspectives were participants in the CNA process.</p>
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<p>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?</p>	<p>District leaders updated the school level CNA/SIP template for all schools to utilize as they conduct meetings at the school level and shared updates with school level leaders at the February and March CNA/SIP meetings. Several links were embedded in the template for school's to use as they met with stakeholders to obtain meaningful feedback. First, stakeholders were provided an overview of the process and the purpose. Guided questions were created, based on data, and utilized to obtain comments, suggestions, and feedback from participating stakeholders. Links and additional guidelines were shared with principals regarding the process that would be used to facilitate the needs assessment process. Stakeholders were led by team members to ensure that meaningful feedback was provided throughout the needs assessment process. The feedback was recorded directly to an electronic folder and shared with the district. Meetings were structured so that stakeholders had a better understanding of the CNA/SIP process. Groups were formed before meetings in order to utilize time efficiently and effectively.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
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 capacity 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.	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. 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.	
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.	

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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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. 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.	
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.	
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.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
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.	
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.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

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. 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.	
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.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
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.	
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.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
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.	
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.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [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]</p>	<p>A survey was created based on each system of improvement and completed by certified staff at the district and school levels. Other perception data utilized includes the Georgia Student Health Survey and the Title I Parent and Family Engagement survey.</p>
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<p>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?")</p>	<p>Student Survey Data Student Survey Data The majority of students, 76%, feel as though they fit and are successful in school. Even more, 85%, report getting along with peers and feeling supported by peers if they need help. While 67% of students report that they are treated with respect by adults, only 58% feel that teachers treat all students fairly. Peer cultural acceptance scores are generally low, between 60% and 62% positive, indicating an area for improvement. In the area of peer cultural acceptance, grades 8 through 10 generally score lower and grades 6 and 12 generally score the highest. The low scores in acceptance are contrasted with very high, between 91% and 94% positive, scores for how individuals perceive they treat others. This discrepancy presents an opportunity for reflection and learning related to how others perceive individuals and their actions.</p> <p>As for environmental factors, students report that teachers keep rooms clean but that students do not take pride in their school facilities, 84% positive vs 33%. The majority of students feel safe at school but fights are identified as an issue with 60% of students reporting "a lot" of fights. Emotional safety is identified as an issue by twice as many students as physical safety. Students self report generally healthy behaviors with self harm and anxiety at slightly elevated levels. Students generally, 83%, report understanding what to do in the case of an emergency.</p> <p>Staff survey data varies greatly from school to school, indicating inconsistent practices. Between 26% and 53% of staff feel that one of the greater areas for growth across surveys is that of involving parents and community members in decision making.</p>
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	<p>Spring 2023 Title I Parent and Family Engagement Survey Elbert County Primary School (ECPS)</p> <p>Exceeding: The survey results show that the majority of parents (95%) think that we are doing well or quite well at offering meetings at a convenient time of day/night and communicating in a language parents can understand (91%). Over 99% of parents indicated that our school provides information on how to contact the teachers, and the majority (90.7%) feel they have had an opportunity to provide feedback about and participate in decision making about their child's education.</p> <p>Meeting: The survey shows the school is meeting in the areas of providing parents information about other assessments used to evaluate their child's performance and progress (84%), information about state academic standards (59%), information about the curriculum (90%), and information about math (88%). The majority of parents (92%) responded they had received study and homework tips. Parents also responded that they were able to provide feedback on the school parent and family engagement plan (87%) and that the school explained the School-Parent Compact (83%).</p> <p>Needing Improvement: Half of parents who answered the survey unfortunately responded no to being willing to take part in training school staff to build parent and family capacity (50.2%). Although our strength was in offering meetings at a convenient time (95%), a weakness was that parents did not attend family engagement events due to the events being at an inconvenient time (50%) or they were not aware of the events taking place (11%). Another area of growth is in providing parents information about state academic standards (59%), but (90%) responded they had been provided with an explanation of the curriculum or what their child was learning in class.</p> <p>Elbert County Elementary School (ECES) Areas of Excellence/Meeting Expectations</p> <ul style="list-style-type: none"> ● communication ● providing information about ● explanation of curriculum ● providing math support for parents to help with homework ● provides opportunities for making the Parent Engagement Policy available ● provides opportunities for updating Parent Engagement Policy ● explaining the School Parent Compact ● providing opportunities for feedback on documents ● Title I meeting rating ● AFSC rating <p>Areas Needing Improvements</p> <ul style="list-style-type: none"> ● timing of parent meetings <p>Reasons parents did not participate in meetings</p> <ul style="list-style-type: none"> ● timing of the meetings ● lack of childcare <p>Strategies for more effective parent and family engagement</p> <ul style="list-style-type: none"> ● offer multiple, more convenient times for family meetings ● live stream meetings ● record meetings and stream through ECES website
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	<p>Elbert County Middle School (ECMS)</p> <p>The survey results show that the majority of parents (82%) believe that we do a good job providing families with the opportunities to provide feedback and participate in decision-making processes regarding their child's education. In addition, parents are satisfied with the information we provide them regarding contacting their child's teacher, how to access their child's grades, and how to use technology to help their child.</p> <p>An area of concern is the percentage of parents (81%) who feel we need to work on reaching out, communicating, and working with parents as equal partners (valuing and using parent suggestions when making decisions) to improve student achievement. Teachers use emails, texts, phone calls, and/or Dojo to communicate with parents. In addition, bi-monthly progress reports with monthly calendars and upcoming information are sent home with students, social media is used to inform parents of upcoming events/information, and Blackboard is used to communicate important information to parents. We encourage parents to participate in all forms of communication with the school.</p>
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<p>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)</p>	<p>District survey that was created based on the Georgia's Systems of Continuous Improvement</p>
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<p>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?")</p>	<p>For the Coherent Instructional System, respondents divided their responses between Always and Most of the Time as how they perceived the district's consistent support and actions regarding systematic processes relating to curriculum, instruction, assessments, and implementation of instructional interventions. Responses for this section were over 90% positive to every question from every school. The respondents were also divided between Always and Most of the Time regarding a Supportive Learning Environment. A strength for this system is that respondents felt that the district does define roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance. There were no significant challenges reflected in the data for the Supportive Learning Environment. Responses for this section were</p>
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	over 90% positive for each school in every area.
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What achievement data did you use?	<ul style="list-style-type: none"> ● Milestones EOG/EOC state assessments (2016 - 2023) ● ACCESS for ELLs 2.0 ● GMAP Growth ● Progress monitoring data - DIBELS, Unit tests ● CCRPI ● Formative assessment data ● Benchmarks ● Interim assessments
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What does your achievement data tell you?	<p>The majority of all student subgroups are scoring at Level 1 (Beginning) and Level 2 (Developing Learner) for all content areas. There are achievement gaps between all student subgroups, specifically the black and white subgroup which includes the highest percentage of the student population. Over a three year time period (2019-2023) students from all subgroups do not consistently decrease the percentages scoring Level 1 and Level 2 and do not consistently increase the percentages scoring at Level 3 and Level 4 on the Milestones EOG/EOC assessments. Students are showing improvements based on progress monitoring data, but the gains are not sufficient to reflect a Proficient Learner as defined by the Milestones assessments. The majority of students scoring at Level 1 and Level 2 also need remediation in the area of writing.</p> <p>ACCESS for ELLs 2.0 data showed that 71% of the ELL students increased their proficiency level from the previous year. The following percentage of ELL students increased their proficiency levels at the following grade-levels: 1st 67%; 2nd 100%, 3rd 100%, 4th 100%; 5th 57%, 7th 67%; 8th 33%, and 9th – 11th 69%. 13% of 1st– 11th graders exited the program. We will continue to provide ELL support across all grade-levels during the Language Arts block.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● US Census ● GOSA ● Program enrollment data ● State assessment data ● District/School Improvement Plans ● CCRPI reports ● RTI/PBIS/State Systemic Improvement Plan (SSIP) data ● Local screeners/assessments ● Program data ● Surveys ● Faculty/staff data
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<p>What does the demographic data tell you?</p>	<p>High levels of poverty, low employment rates, and relatively low median income figures suggest students have needs related to issues of resource scarcity. An example would be that census data shows only about half of households have broadband internet and only 65% have a computer. These can be seen in lower education levels for community members, only 11% of adults have a bachelor's degree while only 78% have a high school diploma.</p> <p>Self-assessments, surveys, and universal screeners have been and will continue to be used to identify student, teacher, and leader needs. There are existing needs for more in-school (RTI/Extended Learning Time), after-school, and summer support. There also exists a need for more teacher and leader training in the areas of understanding poverty and student trauma. There are existing needs for more in-school support (MTSS/ELT), beyond school hours (before, after, and summer), and additional language support for ELs. The student enrollment at Paul J. Blackwell Learning showed a decrease due to Covid, but 2021-2022 enrollment had an increase.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>System wide data indicates the following trends and patterns:</p> <ul style="list-style-type: none"> ● High percentage of students at all grades for all content areas scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) ● High percentage of students that need remediation in the area of writing ● Achievement gaps between all subgroups, specifically the black and white subgroup, in all content areas ● Chronic attendance concerns for all student subgroups at all school levels (Pre-K, Primary, Elementary, Middle, High)
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● Clear need to raise expectations for all student subgroups in all grades and content areas to increase student achievement on state assessments ● Instructional rigor needs to be aligned to what students will experience on state assessments ● Formative and summative assessments need to be aligned to the higher level questions students will experience on state assessments ● Continue implementation of the Pre-K - 12th grade Literacy Framework (L4GA Grant) ● Implementation of the workshop model across all content areas in grades 5th - 12th ● Clear and specific writing expectations at each grade level needs to be defined, implemented, and monitored ● Effectively integrate technology in teaching and learning
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Strengths and Challenges Based on Trends and Patterns

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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While teacher retention has improved, the lack of qualified applicants for openings remains a challenge. To fill these positions, ECSD works closely with RESA to certify and support non-traditionally certified teachers. Staff survey data is used to inform and improve practices. As a result of identified needs, building leaders have increased shared leadership practices and improved internal communication practices. For the 2023-2024 school year, several professional learning initiatives will continue to support school level administrators regarding best practices in shared leadership.</p> <p>Additionally, L4GA supported work has led to the implementation of a literacy instructional framework for grades K-12 which leans heavily on the workshop model. Professional development support and implementation supports have been identified and put in place.</p> <p>Support is also provided through partnerships with RESA, and other external consultants such as Yvonne Frey, Independent Consultant, UGA Instructional Conversations (IC), Comprehensive Behavior Change, Professional Learning Coordinator with a Literacy Focus (L4GA), and ECSD instructional coaches and certified support staff to provide meaningful and beneficial professional learning activities to support teachers and staff to more effectively increase student achievement and teacher expertise.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The trends and patterns reflect that the schools and district provide multiple opportunities for parents and families to participate in school improvement planning and parent trainings/workshops, activities, and events. The challenge is participation, especially at the middle school and high school levels. The percentage of parents attending school improvement planning meetings is low. The percentage of parents attending informational meetings, trainings/workshops has improved based on attendance at the Academic Family & School Collaboration meetings, but remains an area to focus on for the 2023-2024 school year. The patterns and trends continue to reflect a need for parent outreach to the families of all student subgroups. An emphasis needs</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>to be placed on building relationships and providing opportunities for constant opportunities for volunteering and removing barriers for parent and family attendance and participation. Monitoring and communicating student progress is evident, but equipping parents with the skills needed continues to be a challenge. Parent surveys are conducted and the percentage of parents responding at each school has increased. Information is sent home to parents throughout the year and presented at large group events, but many parents and families do not understand the overall processes of the school and the resources available.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> ● High percentage of students from all subgroups scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) ● High percentage of students from all subgroups that need remediation ● Achievement gaps between all student subgroups, specifically the black and white subgroup ● Chronic attendance concerns for all student subgroups at all levels ● Disproportionate number of students with Office Discipline Referrals (ODRs) for subjective infractions
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>High poverty rates, social and emotional stability, and scarcity of home resources, along with student performance data, suggest there is a need for interventions to offset a lack of academic exposure for many students. There also exists a need for more teacher and leader training in the areas of understanding poverty and student trauma. Documentation from meetings indicates decreased participation rates in community/parent meetings, and survey data points to an unwillingness of many parents to be involved in corrective processes required to increase success. While there exists a small, very engaged group of education advocates, the majority of parents and community members don't desire to be involved in schedule revision, curriculum change, or open dialogue. Also, while the district and schools are expected to do/produce more with less financial support, funding has</p>
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Strengths and Challenges Based on Trends and Patterns

	been allotted in some cases for additional faculty/staff to help support identified student needs. There are existing needs for more in-school support through the MTSS process, beyond school hours, and additional language support for ELs.
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>With regard to student achievement, subgroups of greatest concern include black students, students with disabilities, and economically disadvantaged students, as well as all students with higher rates of absenteeism. In addition, while small in terms of student population, many homeless and migrant students score less than proficient on state assessments. In general fewer students in all subgroups at all levels perform at level 3 or 4 on state assessment compared to percentages performing at levels 1 and 2. Classroom management, student engagement, academic expectations and student behavior are also areas of concern that impact achievement.</p>
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IDEA - Special Education

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

<p>Strengths</p>	<ul style="list-style-type: none"> ● Least restrictive environment/exposure to grade level curriculum ● 3rd year for implementation of new literacy framework ● Specialized instruction ● Not disproportionate in any areas ● Progress monitoring - academic & behavior ● Use of research based interventions/strategies w/fidelity ● Discipline for SWD ● Monitoring student progress
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IDEA - Special Education

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

Challenges	<ul style="list-style-type: none"> ● Graduation rate (Cohort) ● Achievement gaps (ELA and math) ● Low performance on state assessments
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<ul style="list-style-type: none"> ● Title I, Part A provides for instructional paraprofessionals at the primary, elementary, and middle school levels. ● Instructional Coaches provide professional learning and support to teachers at the primary, elementary, and middle school levels ● Academic Interventionists provide supplemental services to students that are most in need of ELA and math support at the primary, elementary, and middle school levels ● Primary, elementary, and middle school levels provide continuous academic support through afterschool and during the summer break for students most at need for academic support in ELA and math ● Literacy Instructional Framework (K-5) has been established and will continue to be implemented during the 2023-2024 school year. ● Literacy Instructional Framework (6-12) has been established and will continue to be implemented for the 2023-2024 school year. ● Guided Reading will be implemented in grades K - 5th to support student's instructional reading level. ● Instructional supplies to supplement learning.
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Challenges	<p>Students in student subgroups have been identified as having academic gaps at all levels. It has been determined that basic literacy and math skills continue to be a concern for students entering the middle and high school levels. It is difficult to close academic gaps while expecting students to master standards. For this reason, the Elbert County School District is committed to closing academic gaps for early learning and at the primary and elementary levels. Students are making gains, but the challenge continues to be moving students to the proficient achievement level as defined by state assessments. Primarily writing has been identified as an area that prevents students from moving to</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	the proficient level.
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Title I, Part A - Foster Care

Strengths	LEA and local DFCS have a solid and cooperative working relationship which is necessary when we share the responsibility of keeping children in foster care in their home school. If in their best interest, LEA Transportation Department strives to expedite the planning so that a child can be served as efficiently as possible.
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Challenges	Due to the number of individuals that must work together to coordinate transportation for children in foster care, making the arrangements in a timely manner is a challenge.
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none">● All schools offer many opportunities for parents and families to be involved● All schools offer many opportunities regarding school improvement initiatives● All schools offer several academic trainings/workshops that are based on needs● All schools offer many opportunities for parents to be included in special activities and events to build relationships and a positive climate● Academic Family & School Collaboration meetings have been implemented at the primary, elementary and middle school levels● Academic Family & School Collaboration meetings were conducted for the parents of the incoming Kindergarten class.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	<ul style="list-style-type: none"> ● The percentage of parents and families that are in attendance at academic and decision-making meetings ● Parents and families supporting academics at home ● Parents and families understanding how to support their student(s) at home ● Lack of valuing education ● The lack of interest in being a part of the school improvement process opportunities at the school and district levels
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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	LEA administrators are very supportive of the migrant education program and try to accommodate any needed services which are provided to migrant students. Teachers communicate and collaborate well with tutors to ensure migrant children are receiving services which address each child's specific needs.
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Challenges	The majority of migrant parents and students in Elbert County do not speak English as their primary language which makes communication a challenge. This language barrier also creates a challenge for parents to support academics at home.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	At this time, Elbert County School District does not have any students enrolled at N&D facilities.
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Challenges	At this time, Elbert County School District does not have any students enrolled at N&D facilities.
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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 FY24 Title II, Part A funds."

Strengths	<p>Teacher retention in the ECSD Is higher than the state average. District and school new teacher induction programs support staff to promote staff and student success. The TKES and LKES evaluation system is implemented with fidelity, and accurately evaluates the effectiveness of district and school leaders, teachers, and staff. The district will work with school leaders, teachers and staff to provide support and professional learning that will impact student achievement at the highest levels. Professional learning should be meaningful, and support individual school improvement plans. Use job satisfaction survey data to determine school-level professional learning needs. Professional learning will be monitored to determine the impact it makes on staff practices and student achievement.</p>
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Challenges	<ul style="list-style-type: none"> ● Monitoring implementation of best practices at an effective level can be a challenge ● Varying perspectives of an academically challenging environment ● Varying perspectives of differentiation and how to address individual student needs at a high level ● Varying perspectives regarding high expectations
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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.

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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	<ul style="list-style-type: none"> ● Provide supplement support through after-school and summer school for identified students ● Building capacity to support EL students by sharing the need for teachers to be ESOL endorsed and recruiting teachers to obtain the ESOL endorsement at all school levels to more effectively serve EL students for the school year ● Provided professional learning for the Instructional Conversations pedagogy at the primary, elementary, middle, and high school levels, and will continue to push out the instructional strategy at all levels ● Conduct academic meetings specifically for parents and families of EL students ● Emphasis that has been placed on the ESOL program and supporting EL students based on student need ● Emphasis that has been placed on professional learning in the area of Language Development that is align to standards for all teachers ● Continue to implement the push-in model for the majority of EL students to provide the most effective learning environment ● High percentage of teachers that have earned their ESOL endorsement at all school levels ● Easy accessibility to a bilingual individual to interpret and translate for the district ● ACCESS for ELs 2.0 data showed that 71% of the ELL students increased their proficiency level from the previous year. The following percentage of ELL students increased their proficiency levels at the following grade-levels: 1st 67%; 2nd 100%, 3rd 100%, 4th 100%; 5th 57%, 7th 67%; 8th 33%, and 9th – 11th 69%
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Challenges	<ul style="list-style-type: none"> ● All teachers to understand instructional strategies at all levels to better serve the EL subgroup ● Percentage of EL students achieving at Proficient Level as defined by state assessments ● Bridging the gap between the school and the parents and families of EL students due to the language barrier ● Only 13% of 1st - 11th grade students exited the program. Support EL students across all grade-levels during the ELA block, and introduce other content area vocabulary through literacy. ● Supporting high school students via content classes
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Due to annual training all staff are prepared to help identify and request/provide any needed services to students experiencing homelessness. The LEA transportation department is always willing to try to arrange and accommodate the transportation needs of homeless students when feasible. The LEA may also purchase gas cards to reimburse families for mileage driven in order for children to remain in school of origin. The homeless liaison provides homeless students/families with important information regarding rights of students, available resources and how to reach the Homeless Liaison. Open communication is a priority to ensure that barriers are identified and addressed in a timely manner. School supplies are provided for Homeless students if needed as well as emergency and/or medical supplies such as clothing and glasses or immunizations. Short term emergency shelter is provided when needed in order for children to be able to attend school and remain in their school of origin. After school tutoring is provided for homeless students who are struggling academically.
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Challenges	The LEA continuously strives to identify the academic needs of highly mobile students and provide needed services in a timely manner. Good attendance for students experiencing homelessness is a challenge for the LEA. The homeless liaison works to maintain open communication with homeless students and parents in order to prevent any absences which may occur due to the living situation.
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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 FY24 Title IV, Part A funds."

Strengths	The Title IV, Part A grant provided the ECSD the opportunity to begin a more direct focus on providing professional learning activities regarding STEAM instruction. The district is implementing an enrichment camp to explore and accelerate students via project-based learning. A STEAM Instructional Coordinator will support teachers to implement STEAM instruction across the content areas. All Fine Arts instructors were able to enhance their instruction through materials and resources provided through Title IV. Classroom instruction was enhanced by school-level leaders and teachers that participated in Google Certification professional learning led by the District Instructional Technology Coordinator. In an effort to impact the climate and culture of the schools, Title IV provides student mentors for students in grades K-4
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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 FY24 Title IV, Part A funds."

	and resources/materials to support Social Emotional Learning (SEL).
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Challenges	<p>Although STEAM activities are not new to the ECSD, the focus on the STEAM initiative is becoming more constant in conversations about teaching and learning. Overall, a high percentage of students are performing at Levels 1 and 2 as defined by the Milestones assessment. It can be a challenge to focus on various modes of instructional strategies when there is an urgency for teachers to improve student performance based on state assessments. Teachers having a better understanding of how to implement rigor for all student subgroups continues to be a challenge.</p> <p>Discipline and attendance data continue to reflect a need to improve the climate and culture at all schools. Perception data gleaned from teachers and other stakeholders also reflect a need to improve the behavior of students. Administrators, teachers, and other stakeholders feel that it is important to teach students self-control and strategies to manage and cope with situations. They also feel that the consequences that have been used in the past do not change behaviors in the majority of troubled students or those that have attendance issues. Discipline Infractions reflect that students are physically and verbally aggressive towards classmates and the staff at times. Elbert County is a small, rural, and high poverty school district and it can be a challenge to change negative behaviors that have been instilled in students from various backgrounds, including traumatic issues. Administrators, teachers, and other stakeholder have repeatedly requested that students be able to participate in curricular activities other than academics to expand their Tier I instruction by providing instructional materials and supplies to implement engaging instructional strategies through STEAM.</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>Data (Milestones/EOGs/EOCs, benchmarks, universal screeners, attendance, behavior, drop out, etc.) is analyzed by the schools and district to identify equity gaps. Comprehensive Needs Assessment data is also utilized to plan professional learning needs of its staff. Based on the data, services and supports are put in to place to ensure that students are progressing towards goals that have been established. Leader and Teacher quality is a priority for the district and professional development is planned annually to improve the overall effectiveness of the school system. The system implements a New Teacher Induction Program at district and school levels. Teachers that are in the Induction Phase are required to participate. Mentors that are aligned with the grade/subject level are paired with teachers new to the profession or less than three years experience. Teachers in the induction phase are provided support through an external consultant that regularly observes in the classroom and provides constructive feedback. Teachers in the induction phase are intentionally supported by school-level instructional coaches who are provided district-level support through an external consultant that emphasizes best practices and instructional strategies. Currently, teachers that serve in academic content areas are not out-of-field.</p>
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Challenges	<p>The district is experiencing some turnover regarding staff and it can take several years to acclimate new teachers to the profession and new to the district to the processes, procedures, and the overall vision. There are many initiatives in place that will need to be introduced and monitored by district and school leaders. It will take intentional and strategic planning to ensure all teachers are performing at high levels to meet the needs of all students academically, emotionally, and socially.</p>
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Title V, Part B - Rural Education

Strengths	<p>Title V supplemented Tier I instruction by providing instructional materials and supplies to implement engaging instructional strategies. Supplemental support to close skills gap is also funded through Title V. Students are identified as needing supplemental support based on 3 or more academic criteria and provided Tier II researched-based interventions through Academic Tutors and the iReady tool box for small group instruction. Professional learning was also provided to equip teachers with research-based instructional strategies to enhance instruction.</p>
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Title V, Part B - Rural Education

<p>Challenges</p>	<p>The data reflects gains for the majority of students that are being supported with the supplemental services. However, because students are at low levels academically, the gains are not transferred as proficient levels as defined by state assessments. 2023 Milestone scores reflect that over half of 3-12 grade students are reading on grade level; however writing continues to prevent students from scoring a Level 3. It will be critical that teachers and support staff understand the importance of high expectations and how to plan instruction that is aligned to the expectations of state assessments.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG and EOC state assessments for ELA, science, and social studies by focusing on Literacy components.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	It is important that administrators, teachers, and support staff understand the urgency for high expectations for all students and to include the rigor that students will experience on state assessments. There is a high percentage of students that are making progress at the independent level, but the focus should be grade level and above grade level exposure. The percentage of students that need remediation in the area of writing continues to be a challenge for all student subgroups. The school district needs to identify specific expectations for writing at each grade level and provide teachers with professional learning that specifically targets writing to ensure that student expectations are aligned to the rigor of state assessments. The district continues to implement the K-5 Literacy Framework Guided Reading to focus on students' instructional reading level. In addition, a 6-12 Literacy Framework has been created and will continue to be implemented for the 2023-2024 school year. The Workshop Model will continue to be implemented across all content areas in grades 6-12.
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Overarching Need # 2

Overarching Need # 2

Overarching Need	Decrease the percentage of all student subgroups scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learning) on the Milestones EOC and EOG state assessments for math.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	There are achievement gaps between all subgroups, but the greatest gaps are between the black and white subgroups which included the highest number of students. Students with Disabilities primarily have a high percentage of students that score at Level 1. Overall, a high percentage of students in all subgroups are scoring at Levels 1 and 2. Data analysis reflect that students have significant gaps regarding grade level foundational skills.
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Overarching Need # 3

Overarching Need	There is a need to support the social and emotional well-being of students to increase student achievement.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Overall, the number of students missing 11 or more days has increased since the 2019-2020 school year. Due to school closures and a high percentage of economically disadvantaged students, a higher percentage of students need additional support from a social and emotional perspective.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG and EOC state assessments for ELA, science, and social studies by focusing on Literacy components.

Root Cause # 1

Root Causes to be Addressed	Student expectations for all subgroups are not consistent across schools and grade levels.
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 Others : L4GA, American Rescue Plan

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	The understanding and implementation of differentiation varies across the schools and grade levels.
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

Root Cause # 2

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : L4GA, CARES Act II, ARP
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments.
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 Others : L4GA, CARES Act I, CARES Act II, ARP

Additional Responses	
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Root Cause # 4

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 4

Root Causes to be Addressed	Absence of a consistent and effective writing process at all schools across all grade levels.
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 Others : L4GA, CARES ACT II, ARP

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Student's vary regarding their ability to utilize technology, especially on the open-ended and extended writing tasks on the Milestones state assessment.
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 Others : L4GA, CARES ACT I, CARES ACT II, ARP

Additional Responses	
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 6

Root Causes to be Addressed	The consistent implementation of literacy components outlined in the K-12 Literacy Framework.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 7

Root Causes to be Addressed	Student engagement versus student compliance is an area that teachers need additional professional learning to improve student academic 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 Others : L4GA, CARES ACT I, CARES Act II, ARP

Additional Responses	
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Overarching Need - Decrease the percentage of all student subgroups scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learning) on the Milestones EOC and EOG state assessments for math.

Root Cause # 1

Root Causes to be Addressed	Student expectations for all subgroups are not consistent across schools and grade levels, primarily in the areas of problem solving and higher level thinking.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	The understanding and implementation of differentiation varies across the schools and grade levels.
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 Others : L4GA, CARES Act II, ARP

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Students are not mastering foundational skills at the primary, elementary, and middle grades.
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 Others : L4GA, CARES Act II, ARP

Root Cause # 4

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Student engagement versus student compliance is an area that teachers need additional professional learning to improve student academic 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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Overarching Need - There is a need to support the social and emotional well-being of students to increase student achievement.

Root Cause # 1

Root Causes to be Addressed	Parents lack of understanding the connection between attendance and academic performance.
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

Root Cause # 1

Impacted Programs	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 Others : L4GA, CARES Act II, ARP
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Lack of student interest due to academic engagement.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Bus suspension, students that are suspended do not come to school due to transportation issues.
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

Root Cause # 3

Impacted Programs	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 Others : L4GA, CARES Act II, ARP
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Additional Responses	It is a challenge for schools to implement consequences for bus misbehavior due to the fact that students do not attend school if suspended from the bus for various reasons. Bus misbehavior has been a constant issue for all schools.
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Root Cause # 4

Root Causes to be Addressed	Parents lack of understanding that students that leave school for appointments, etc. and do not return to school are counted absent for those classes.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 5

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 5

Root Causes to be Addressed	To avoid tardy consequence, especially at the high school level, students do not attend school.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Grading practices such as daily grades are counted as a much lesser percentage, therefore if students are present for major tests/exams and complete class projects they still can pass the class with many absences.
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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Root Cause # 7

Root Causes to be Addressed	Varying perspectives regarding disruption and disrespect.
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 Others : L4GA, CARES ACT II (ARP)

Additional Responses	
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Root Cause # 8

Root Causes to be Addressed	Lack of teacher and staff understanding of chronic trauma (neglect, abuse, poverty) and how to effectively address the impact that it has on a student's ability to learn
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 Others : L4GA, CARES Act II, ARP

Additional Responses	
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District Improvement Plan 2023 - 2024



Elbert County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Elbert County
Team Lead	Fran Floyd
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of students scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learner) on the Milestones EOG and EOC state assessments for ELA, science, and social studies by focusing on Literacy components.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Absence of a consistent and effective writing process at all schools across all grade levels.
Root Cause # 2	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments.
Root Cause # 3	Student engagement versus student compliance is an area that teachers need additional professional learning to improve student academic achievement.
Root Cause # 4	Student expectations for all subgroups are not consistent across schools and grade levels.
Root Cause # 5	Student's vary regarding their ability to utilize technology, especially on the open-ended and extended writing tasks on the Milestones state assessment.
Root Cause # 6	The consistent implementation of literacy components outlined in the K-12 Literacy Framework.
Root Cause # 7	The understanding and implementation of differentiation varies across the schools and grade levels.
Goal	By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the Georgia Milestones ELA, science, and social studies EOC/EOG state assessments will increase by 15%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5

Equity Gap

Grade Level Span(s)	6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide supplemental support by Academic Interventionists for students (K-8) not meeting grade level benchmarks in the area of literacy. Academic Interventionists are also providing supplemental support to Pre-K students at the Paul J Blackwell Learning Center through the L4GA grant.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, student schedules, student rankings, lesson plans, Student educational plan
Method for Monitoring Effectiveness	Federal Programs/School Improvement meetings to review and monitor progress based on multiple student data sources, Progress monitoring data recorded by Academic Interventionists, Monthly Target Impact checks, L4GA required assessments, GMAP, GMAS
Position/Role Responsible	Principals, APs, Teachers, Director of Teaching & Learning, Special Education Director, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 1

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

Action Step	Provide supplemental support beyond school hours (after-school, summer programs) for students not meeting grade level benchmarks.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Planning meeting agendas (district/school), Walk-throughs, Lesson Plans
Method for Monitoring Effectiveness	Pre and Post assessments will be used to analyze student progress for skills that have been identified as an area of need, EOC/EOG data will be analyzed to determine if student progress has made an impact with Milestone scores, Progress monitoring data, GMAP, Grade level benchmarks, L4GA required assessments

Action Step # 2

Position/Role Responsible	Fed. Prog. Director, Teaching & Learning Director, Special Education Director, Teachers
Evidence Based Indicator	Strong

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 3

Action Step	Provide professional learning best practices for school level administrators, teachers, and certified support staff in literacy by consultants such as: NEGA RESA; UGA CLASE Instructional Conversation; Illuminate Education; Comprehensive Behavior Change, LLC; Yvonne Frey, Independent Instructional Coach Contractor; L4GA consultants such as: Guided Reading/LLI (K-5); Smeken's Writing PL & Coaching (5-8); Writing Across the Curriuculum, Raczynski, ECCHS; Close Reading, Kaye Elder, ECCHS; District Literacy Coordinator (Birth-12); Professional Learning Coordinator (Birth-12) and other internal/external consultants as deemed appropriate.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning agendas, sign in sheets, TKES/LKES Observations
Method for Monitoring Effectiveness	Monthly impact target data review, End of year analysis with a focus on Milestones, Progress monitoring data, GMAP, GMAS, Grade level benchmarks, L4GA required assessments,
Position/Role Responsible	Teaching & Learning Director, Principals, Federal Programs Director, Special Ed. Director, Professional Learning Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 3

<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 4

<p>Action Step</p>	<p>Provide professional learning best practices in effective leadership for school level leaders by consultants such as Yvonne Frey, Instructional Coach Independent Contractor; Ruth Westbrooks, Effective Leadership Independent Contractor; NEGA RESA; Comprehensive Behavior Change, LLC; through the L4GA grant; District Literacy Coordinator and other internal/external consultants as deemed appropriate.</p>
<p>Funding Sources</p>	<p>Title II, Part A Title V, Part B IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>LKES/Informal observations, Monthly Target Impact checks</p>

Action Step # 4

Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Dir., Fed. Prog. Dir, Principals, Professional Learning Coordinator
Evidence Based Indicator	Strong

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 5

Action Step	Provide tuition expenses and stipends for teachers to obtain ESOL/Gifted, STEAM, Instructional Technology, P-12 Reading and other teaching and learning endorsements to more effectively support students by building capacity at all school levels.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Email communication with school level administrators regarding needed endorsements, Endorsement forms submitted to RESA
Method for Monitoring Effectiveness	Monthly Target Impact Check meetings with principals, TKES/Informal Observations, Progress monitoring data, GMAP, Bench Marks, Interim assessments, End of unit tests, Formative/Summative assessments, State assessments, L4GA required assessments
Position/Role Responsible	Teaching and Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

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)?	The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive. The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth
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Action Step # 5

	<p>Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 6

Action Step	Provide stipends for teachers to participate in professional learning opportunities to review/revise classroom instruction, create Instructional Conversations plans/Joint Productive activities, professional learning activities that will support literacy components (L4GA grant), Instructional Technology, STEAM and other professional learning activities that are deemed appropriate.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Proposals, Agendas, Sign in sheets, Finished product, TKES observations/Informal Observations to monitor implementation
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals, L4GA Coordinator, Professional Learning Coordinator (L4GA)
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 7

Action Step	Utilize instructional paraprofessionals at all levels to support teachers in providing academic instruction during the regular school day and beyond school hours (afterschool/summer programs).
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A Title V, Part B IDEA

Action Step # 7

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Paraprofessional schedules, School level meetings, Informal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Dir., Fed. Prog. Dir. Sped. Dir., Administrators, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership</p>
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Action Step # 7

	Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th. Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.
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Action Step # 8

Action Step	Provide stipends for teacher mentors to support teachers during the induction phase.
Funding Sources	Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Teacher Induction Plans at each school level, Retain mentor/teacher logs
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching and Learning Director, Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 8

Does this action step support the selected equity intervention?	Yes
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<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 9

Action Step	Provide STEAM professional learning activities and materials/resources needed to implement STEAM instructional activities throughout the school year (Tier I instruction) and beyond school hours (afterschool/summer programs).
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 9

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES/Informal Observations, Lesson Plans
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th. Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 9

<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 10

<p>Action Step</p>	<p>Provide resources such as Parent Resource Coordinator(s), child care, materials/resources to implement Academic Family & School Collaboration (AFSC). The L4GA grant will fund community, parent, and family outreach across the district to enhance student literacy outcomes such as: Literacy Nights, Pre-K to Primary Transition, Providing training/PL to parent(s)/guardian(s) to improve literacy, Community Book Boxes, etc.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title V, Part B</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Sign in sheets, agendas, Student Smart Goals, Progress monitoring data, Formative/Informative assessments</p>

Action Step # 10

Method for Monitoring Effectiveness	Review SMART goals and pre and post data for Foundational Skills
Position/Role Responsible	Teaching & Learning Dir., Fed. Prog. Dir., Sped. Dir., Administrators, L4GA Literacy Coordinator, Professional Learning Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 11

Action Step	Provide literacy instructional materials/resources that will enhance Tier I instruction and/or programs/curriculums that are researched-based to provide supplemental Multi-Tiered Systems of Supports for literacy as determined by school needs. The L4GA grant will provide funding for materials/resources such as: L4GA required assessments (PPVT, PALS, Acadience, Growth Measure Reading Assessment); Pre-K: Fluency & Fitness; ESGI; Launchpad; Frog Street Curriculum; monthly books (Pre-K/HeadStart); and literacy materials for Academic Interventionist to work with students in small groups to support skill gaps. ECPS: Accelerated Reader; Countdown & Blast; Countdown & Blast student workbooks; Fluency & Fitness; Weekly Studies for Science/Social Studies; ECES: HD Word; Flocabulary; Blast & Countdown workbooks; Benchmark Writing consumables; ECMS (5th grade): Flocabulary; Whooo's Reading; Books for Keeps Summer Reading; ECMS (6-8): Flocabulary, Whooo's Reading; Junior Scholastic Magazine and other materials/resources as deemed necessary and appropriate for identified literacy needs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES/Informal observations, Lesson plans, Approved requisitions
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Sped, Director, Administrators, L4GA Literacy Coordinator, Professional Learning Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Action Step # 11

Does this action step support the selected equity intervention?	No
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<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 12

Action Step	Instructional Coaches provide supplemental professional learning for teachers and model best practices and researched-based instructional strategies.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 12

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Coaching cycle schedules and documentation, Professional Learning agendas
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Fed. Prog. Dir., Teaching & Learning Dir., Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th. Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE,</p>
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Action Step # 12

	NEGA RESA.
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Action Step # 13

Action Step	Continue with literacy committees to focus on writing across all content areas for K-12 to implement writing components that are included in the Literacy Framework (L4GA).
Funding Sources	Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agendas, sign in sheets, Writing across the curriculum framework, Writing across grade level expectations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, L4GA Literacy Coordinator, Professional Learning Coordinator, Federal Programs Director
Evidence Based Indicator	Strong

Timeline for Implementation

Weekly

Does this action step support the selected equity intervention?

No

Action Step # 13

<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 14

<p>Action Step</p>	<p>Part-time Instructional STEAM Coordinator to provide STEAM supplemental professional learning for teachers, assist with implementation and integration of STEAM instruction, and model best practices.</p>
<p>Funding Sources</p>	<p>Title II, Part A Title IV, Part A Title V, Part B</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
<p>Systems</p>	<p>Coherent Instruction Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>TKES/Informal Observations, STEAM Professional Learning agendas, sign in sheets, Lesson plans</p>
<p>Method for Monitoring Effectiveness</p>	<p>Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments</p>

Action Step # 14

Position/Role Responsible	Dir. of Teaching & Learning, Professional Learning Coordinator, Director of Federal Programs, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the percentage of all student subgroups scoring at Level 1 (Beginning Learner) and Level 2 (Developing Learning) on the Milestones EOC and EOG state assessments for math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Instructional strategies and assessments are not aligned to the rigor that students experience on state assessments.
Root Cause # 2	Student engagement versus student compliance is an area that teachers need additional professional learning to improve student academic achievement.
Root Cause # 3	Student expectations for all subgroups are not consistent across schools and grade levels, primarily in the areas of problem solving and higher level thinking.
Root Cause # 4	Students are not mastering foundational skills at the primary, elementary, and middle grades.
Root Cause # 5	The understanding and implementation of differentiation varies across the schools and grade levels.
Goal	By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Instructional materials/resources that will provide supplemental support to Tier I instruction that are researched-based to promote student engagement.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES/Informal observations, Lesson plans, Approved requisitions
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director/School Improvement, Associate Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Action Step # 1

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

Action Step	Provide professional learning for teachers, and certified school level support staff in math regarding best practices, classroom management, cultural diversity, Multi-Tiered Systems of Support by consultants such as: NEGA RESA, Comprehensive Behavior Change, Yvonne Frey, Ruth Westbrooks, Instructional Technology and other internal/external consultants as deemed appropriate.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES/Informal Observations, Sign in sheets, agendas
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments

Action Step # 2

Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals, Associate Superintendent
Evidence Based Indicator	Strong

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)?	
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Action Step # 3

Action Step	Provide professional learning best practices in effective leadership for school level leaders by consultants such as NEGA RESA, Comprehensive Behavior Change, LLC, Yvonne Frey, Ruth Westbrooks, Social Emotional Learning, and other internal/external consultants as deemed appropriate to promote positive school cultures/climates.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Agendas, LKES/TKES Informal Observation
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Dir., Sped. Director, Federal Programs Director/School Improvement, School level Administrators, Professional Learning Coordinator
Evidence Based Indicator	Strong

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)?	
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Action Step # 4

Action Step	Provide stipends for teacher mentors and materials/resources to support teachers at the Induction level through the district and school Induction programs.
Funding Sources	Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mentor teacher logs, TKES/Informal observations, School level Teacher Induction Plans
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, HR Director, Federal Programs Director, School level Administrators
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 4

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

Action Step	Provide resources such as Parent Resource Coordinator(s), child care, and materials to implement the Academic Family & School Collaboration (AFSC) at the Primary, Elementary, and the Middle school.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets and agendas for Parent & Family Engagement, Parent contact logs, Timesheets
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation

Monthly

Action Step # 5

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Plan and implement student activities relating to STEAM during the school day; implement exploration/enrichment and remedial support services beyond school hours (afterschool, summer programs) as deemed appropriate.
Funding Sources	Title I, Part A Title I, Part C Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	STEAM Professional Learning agendas and sign in sheets, TKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Federal Programs Director, Teaching & Learning Director, Sped. Director

Action Step # 6

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide tuition expenses and stipends for teachers to obtain ESOL/Gifted, STEAM, Instructional Technology and other endorsements to more effectively support students by building capacity at all school levels.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, Teacher schedule, informal/formal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principal
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	
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Action Step # 8

Action Step # 8

Action Step	Continue to utilize Check & Connect mentors to support identified students.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Mentor planning meeting agenda/sign in sheet, Student contact logs
Method for Monitoring Effectiveness	Achievement data, Attendance data, Discipline data
Position/Role Responsible	Federal Programs Director, Teaching & Learning Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide stipends for teachers and certified school level support staff to participate in collaborative professional learning activities that will supplement Tier I math instruction and other professional learning activities that are deemed appropriate.
Funding Sources	Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agendas, Sign in sheets, TKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

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)?	
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Action Step # 9

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Instructional Coaches provide supplemental professional learning for teachers regarding best practices and researched-based instructional strategies.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning agendas, Sign in sheets, Coaching cycle schedules, TKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Direct, Sped, Director, Administrators, Superintendent
Evidence Based Indicator	Strong

Action Step # 10

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

Action Step	Provide supplemental support by Academic Interventionists for students not meeting grade level benchmarks.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Teacher schedules, Student rankings, Lesson plans, Planning meeting agendas and sign in sheets
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments

Action Step # 11

Position/Role Responsible	Principals, MTSS/EIP Coordinators, Teachers, Director of Teaching & Learning, Academic Support Specialist, Special Education Director
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Utilize instructional paraprofessionals at all levels to support teachers in providing academic instruction during the regular school day and beyond school hours (afterschool, summer programs).
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 12

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Paraprofessional schedules, Paraprofessional Planning meeting, Informal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Dir., Fed. Prog. Dir. Sped. Dir., Administrators, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 13

Action Step # 13

Action Step	Partially funding a part-time Instructional STEAM Coordinator to provide STEAM supplemental professional learning for teachers, assist with implementation and integration of STEAM instruction, and model best practices. Additional funding for this position will come from Title II, Part A.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
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	Planning agendas, Sign in sheets, Lesson Plans, TKES/Informal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Dir., Professional Learning Coordinator, Fed. Progs. Dir. School level administrators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 13

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

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to support the social and emotional well-being of students to increase student achievement.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Bus suspension, students that are suspended do not come to school due to transportation issues.
Root Cause # 2	Grading practices such as daily grades are counted as a much lesser percentage, therefore if students are present for major tests/exams and complete class projects they still can pass the class with many absences.
Root Cause # 3	Lack of student interest due to academic engagement.
Root Cause # 4	Lack of teacher and staff understanding of chronic trauma (neglect, abuse, poverty) and how to effectively address the impact that it has on a student's ability to learn
Root Cause # 5	Parents lack of understanding that students that leave school for appointments, etc. and do not return to school are counted absent for those classes.
Root Cause # 6	Parents lack of understanding the connection between attendance and academic performance.
Root Cause # 7	To avoid tardy consequence, especially at the high school level, students do not attend school.
Root Cause # 8	Varying perspectives regarding disruption and disrespect.
Goal	Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more.

Action Step # 1

Action Step	To impact student attendance, the Instructional Coaches will provide supplemental professional learning for teachers regarding researched-based best practices to promote student engagement.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 1

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign in sheets, Instructional Coaching cycle schedule and feedback, TKES/Informal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Federal Programs Director/School Improvement, Teaching & Learning Director, Instructional Coaches, MTSS Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

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)?	
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Action Step # 2

Action Step	Provide instructional materials/resources that will provide supplemental support to instruction, progress monitoring tools such as: (ESGI, DIEBLS) and/or programs that are researched-based to provide supplemental Multi-Tiered Systems of Supports to promote student engagement.
Funding Sources	Title I, Part A Title V, Part B

Action Step # 2

Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, TKES/Informal Observations, Approved requisitions
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Director of Federal Programs/School Improvement, Teaching & Learning Dir., Sped. Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step	Provide professional learning best practices for teachers, and certified support staff in content areas by consultants such as: NEGA RESA, UGA Instructional Conversations, Illuminate Education, Yvonne Frye. Comprehensive Behavior Change, and other internal/external consultants as deemed appropriate.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, TKES/Informal observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide professional learning best practices in effective leadership for school level leaders by consultants such as: NEGA RESA, UGA CLASE Instructional Conversation, Yvonne Frye, Independent Contractor. Comprehensive Behavior Change and other internal/external consultants as deemed appropriate.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, TKES/LKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Federal Programs Director/School Improvement, Teaching & Learning Director, Principals, Superintendent
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Utilize Parent Resource Coordinators to reach out to parents through Academic Family and School Collaboration(AFSC) meetings and other parent and family engagement academic trainings/workshops/meetings.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas from Parent and Family Engagement meetings, Parent & Family contact logs, Timesheets
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments, Review SMART goals pre and post data for Academic Family and School Collaboration meetings

Action Step # 5

Position/Role Responsible	Federal Programs Director/School Improvement, Teaching & Learning Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 6

Action Step	Provide stipends for teachers and support staff for professional learning activities that will support Instructional Technology and other professional learning activities that are deemed appropriate to promote student engagement.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, Agendas, TKES/Informal observations, RESA registration
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Instructional Technology Coordinator, Teaching & Learning Director, Federal Programs Dir./School Improvement
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 6

<p>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)?</p>	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 7

<p>Action Step</p>	<p>Utilize Check & Connect mentors for building relationships with students, families, and school personnel, using data to determine interventions, to learn what is reflective listening, how to problem-solve, and how best to engage with families.</p>
<p>Funding Sources</p>	<p>Title IV, Part A Title V, Part B</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Professional Capacity Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Mentors Planning meeting agenda, Sign-in sheet, Check & Connect student contact logs</p>
<p>Method for Monitoring Effectiveness</p>	<p>Academic achievement, Discipline, Attendance data</p>
<p>Position/Role Responsible</p>	<p>Principals, Teaching & Learning Director</p>

Action Step # 7

Evidence Based Indicator	Strong
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Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide materials/resources to implement programs such as: preventing bullying and harassment, relationship building skills and school drop out prevention.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation	School proposals, Planning agendas, Sign in sheets, Approved Requisitions, Signed contracts with external contractors
Method for Monitoring Effectiveness	Academic achievement, Discipline, and Attendance data
Position/Role Responsible	Administration, Special Education Director, District & School SSIP Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide STEAM professional learning opportunities for teachers and certified support staff to enhance student learning.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, TKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principals
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait;</p>
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Action Step # 9

	Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.
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Action Step # 10

Action Step	Instructional STEAM Coordinator will plan and assist teachers with implementation/integration of STEAM activities during the school day and beyond school hours (afterschool. summer programs) to enhance student engagement.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Planning meeting agendas, Sign-in sheets, Lesson plans, TKES/Informal Observations
Method for Monitoring Effectiveness	Monthly impact target data review and end of year analysis with a focus on Milestones, Grade level Bench marks, GMAP, Common Formative/Summative assessments, GMAS, L4GA assessments, State assessments
Position/Role Responsible	Federal Programs Director, Teaching & Learning Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 10

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 11

Action Step	The Elbert County School District will expand the music program by continuing with a full time music teacher.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES/Informal observations, Lesson plans
Method for Monitoring Effectiveness	School climate surveys, Student performances at school related events, Attendance, discipline, and Academic Achievement data
Position/Role Responsible	Teaching & Learning Director, Federal Programs Director, Principal
Evidence Based Indicator	Strong

Action Step # 11

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 12

Action Step # 12

Action Step	Provide materials/resources that will support students with social and emotional learning and/or programs that are researched-based to provide supplemental Multi-Tiered Systems of Supports to promote student engagement.
Funding Sources	Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Planning meeting agendas, Sign in sheets, Lesson plans, Approved requisitions
Method for Monitoring Effectiveness	Student surveys, Academic achievement, Discipline, Attendance data
Position/Role Responsible	Director of Fed. Prog, Director of Teaching & Learning. Guidance Counselors, School Social Workers, Parent & Family Resource Coordinators.
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a</p>
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Action Step # 12

	<p>comprehensive support system to help them realize their potential. The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs. The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th. Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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Action Step # 13

Action Step	Provide instruction and support through internal/external consultants that will support students with social and emotional learning to increase student engagement/achievement.
Funding Sources	Title IV, Part A Title V, Part B
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	Planning meeting agenda, Sign in sheets, Approved proposals to include the service, intended outcomes, Informal observations
Method for Monitoring Effectiveness	Student surveys, Academic achievement, Discipline, and Attendance data
Position/Role Responsible	Director of Fe. Prog, Director of Teaching & Learning. Guidance Counselors, School Social Workers, Parent & Family Resource Coordinators.
Evidence Based Indicator	Strong

Action Step # 13

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>The Elbert County School District is partnered with Community Partnership of Elbert County, Inc. to develop, connect and provide community resources to strengthen families and to help children stay in school and prepare for life. We envision that one day, all children and families in Elbert County will be healthy, educated and productive.</p> <p>The Elbert County School District is partnered with ACTION, Inc. to improve early childhood literacy. For the current year, they are working with ECCHS students to help them to be successful. This program is called The High School Youth Program and provides individualized case management services to high school youth who have a strong desire and commitment to succeed, but do not have a comprehensive support system to help them realize their potential.</p> <p>The Elbert County School District is partnered with Friends Helping Friends which is a non-profit organization that brings schools, churches, and community together to support children and young adults with special needs.</p> <p>The Elbert County School District is partnered with Community Partnership Summer Program which provides supervision and support with academic and character building related activities for youth in grades Pre-K through 12th.</p> <p>Through the L4GA grant, the school district is partnered with Babies Can't Wait; Books for Keeps, EC Health Department, EC Public Library, EC UGA Extension Services, Elbert Partners for Health, Kids Under Construction, UGA CLASE, NEGA RESA.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The Elbert County School District (ECSD) conducts its annual needs assessment in the spring of each year. The process begins early in order to prepare all school level leaders with the needed resources and materials to conduct an in depth needs assessment. The district and schools conduct multiple meetings in order to obtain feedback from required and recommended stakeholders. The needs assessment process includes examining student achievement data from state and local assessments. Achievement data analysis also includes subgroup data. There is a thorough examination and analysis of perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, class size data, attendance, and discipline reports. There is a thorough examination and analysis of perception data from stakeholder surveys, equity data profiles, professional learning plan, TKES data, CCRPI information and verbal input from stakeholders. In addition, input on areas in need of improvement is solicited from school and district leaders by email, during monthly District Leader Team (DLT) and school level parent and family engagement meetings. Feedback is also solicited from parents and community stakeholders during the annual Title I meetings, School Council meetings, and through community organizations such as the Community Partnership meetings. Information gathered from these various sources is discussed and decisions made on areas of priority by district, school, and parent and family meetings conducted throughout the schoolyear, including system annual retreats. The results of this needs assessment determine any areas of inequity and guide school and district improvement plans and the expenditures of Federal Funds. Schools were required to complete school level CNAs to begin the School Improvement process. A CNA template that was aligned to the GaDOE expectations was created by district leaders for school level leaders to use to obtain input from required and recommended stakeholder groups. A data analysis with linked resources was included in the CNA template to identify needs at the school level. A structured process with guiding questions to conduct meetings at the school level was also linked in the CNA template. District Leaders met with principals and school level leaders in early February to provide guidance and next steps for the needs assessment process. If needed, district leaders were present at schools to provide guidance and support. A meeting was then conducted at the district level involving all required and recommended stakeholders. The superintendent and district leaders provided stakeholders with the purpose of the district CNA/District Improvement Plan and an overview of it's process. Stakeholders were grouped by school levels and provided guiding questions to promote meaningful discussions in order</p>
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Coordination of Activities

	<p>to obtain feedback on how to best improve the district's activities to meet the purpose of Title II, Part A. Again, principals led their respective groups in a focused discussion regarding the overall needs of the district and how best to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. District and school leaders shared current initiatives under Title II, Part A; what was working and what additional support was needed in the area of professional learning to improve student academic achievement. District level meetings continued with various stakeholders that had not had the opportunity to provide feedback at previous meetings. Comprehensive Needs Assessments (CNAs) from all schools were utilized to finalize the District Improvement Plan. District leaders met with school level leaders by school to ensure needs and initiatives were aligned with School Improvement Plans.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>Data (Milestones/EOG/EOC, GMAP Growth, benchmarks, universal screeners, attendance, behavior, drop out, etc.) is analyzed by the schools and district to identify equity gaps. Comprehensive Needs Assessment (CNA) from all schools is also utilized to plan professional learning needs of its staff. Based on the data, services and support are put in to place to ensure that students are progressing towards goals that have been established. Leader and Teacher quality is a priority for the district and professional development is planned annually to improve the overall effectiveness of the school system. The system implements a New Teacher Induction Program at district and school levels. Teachers that are in the Induction Phase are required to participate. Mentors that are aligned with the grade/subject level are paired with teachers new to the profession or less than three years experience. Currently, teachers that serve in academic content areas are not out-of-field. ECSD supports its inexperienced teachers through the New Teacher Induction Program. Prior to pre-planning, an external consultant meets with teachers new to the profession and shares information regarding classroom processes, procedures, and routines. Instructional Coaches support teachers in the induction phase with teaching and learning best practices. The school level coaches at the primary, elementary, middle and high school are under the direction of district leaders and an external coach that leads them through best practices regarding the coaching cycle. Principals may recommend any ineffective or out of field teachers, as needed. Each school has a New Teacher Induction Plan that includes mentors and monthly collaboratives with support staff, teachers, and administrators. At this time, Elbert County does not have any content teachers that are out of field and ineffective teachers are provided a Professional Learning Plan (PLP), if needed. Title I, Part A funds the instructional coach position</p>
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Serving Low Income and Minority Children

	<p>and Title II, Part A funds professional learning activities for effective instructional strategies to improve academic achievement. Academic Interventionists are utilized to provide support in the areas of ELA and math and are funded through Title I, Part A and Title V, Part B. Title II, Part A funds are used to provide professional learning activities for instructional strategies to improve student achievement. Effectiveness data indicates quality teachers are equitably distributed among all schools. Principals are responsible for overseeing the scheduling process at each school to ensure that Title I low income and minority children are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The Director of Teaching & Learning and the Special Education Director are also instrumental in working with the principals to ensure that the needs of students are met through the scheduling process.</p>
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Professional Growth Systems

<p>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:</p>	<p>Achievement and other survey data are reviewed annually by key stakeholders. School improvement plans are then developed to include professional learning needs. District professional learning is provided to support administrators with the implementation of school-level action steps. Professional learning is facilitated by instructional experts, administrators, district office staff, and external agencies/consultants such as: Yvonne Frey, Independent Contractor, focusing on providing PL by implementing best practices, primarily the coaching cycle, UGA Instructional Conversations, Comprehensive Behavior Change, LLC, NEGA RESA, and other external consultants. Teacher leaders facilitate professional learning based on their areas of expertise. For the 2023-2024 school year, the Elbert County School District will continue to implement Professional Learning Teams. The implementation of Professional Learning Teams aligns with ESSA's philosophy of professional learning; professional learning must be intensive, collaborative, job-embedded, data-driven, and classroom focused. Out of the work of the Professional Learning Teams, professional learning needs will be decided upon and totally focused on improving student achievement. The teams will meet on a weekly basis to plan instructional lessons, develop common assessments, review student work, and identify differentiation strategies to be used to help students demonstrate mastery. Progress monitoring will take place throughout the year using formative and summative assessments such as: GMAP Growth, benchmarks, pre and post assessments, and interim assessments. MTSS Interventions will be implemented to support student needs as determined through progress monitoring.</p>
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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
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>In the current fiscal year, certification is waived for all areas except for special education. This includes content certification at all levels.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Elbert County Schools will require certification from the Georgia Professional Standards Commission as the qualification for most certified positions. When the school district determines that alternative credentials can provide an equivalent quality instructor for a specific position, the minimum professional qualifications will include a bachelor's degree from an accredited institution of higher education, and/or demonstrated successful experience for a minimum of three years in a related field, and/or successful performance on a pertinent content assessment. Each employee must pass the Georgia Professional Standards Commission's basic skills assessment or meet the exemption criteria within the first year of employment and he/she must possess a Clearance Certificate from the GAPSC. With CTAE Trade and Skill courses, 9-12, a minimum of two years of work and employment experience in the field may count towards certification expectations as outlined by GAPSC Rule 505-2-.90.</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>(1) The Elbert County School District currently does not have any state and federally identified schools needing support. (2) If the LEA has identified schools needing support in the future, the Elbert County School District will provide intentional and ongoing collaboration and technical assistance for school improvement. The district will provide support through walkthroughs in conjunction with school level leaders. A continuous cycle of coaching will be provided to identified teachers through teaching and learning support strategies. The Instructional Coach, along with other school leaders, will be provided intense professional learning through a variety of initiatives such as internal/.external consultants to guide and support school level leaders through the coaching cycle process. Data digs, using multiple sources, and progress monitoring will be key to monitoring the progress of the support provided by Central.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>CTAE Coordination</p> <p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. <p>Through the support of the district and school, the CTAE Department was able to build and improve curriculum and pathway strategies.</p> <p>Grants awarded and partnerships developed:</p> <ul style="list-style-type: none"> ● Collaboration with Elberton Granite Association and Matthews International on partnering with local businesses on equipment, supplies and teaching skills for students ● Community partnerships, student field trips and guest speakers with community partners coming into CTAE classrooms with students participating; Community Partners providing industry tours with students participating ● Continued work with greenhouse and Farm to Table activities for ECCHS and collaboration with the district and departments in schools ● Continued development of Blue Devil Bee's through partnership with Jimmy Webb and Broad River Bees. Colony placed at FFA barn and continuous honey production. Partnering with District Nutrition
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CTAE Coordination

	<p>Department</p> <ul style="list-style-type: none"> ● Continued improvements to Devil's Pen in purchase of Condi sublimation and poster-maker equipment for Entrepreneurship Pathway and students ● Business partnership with Matthews International and other local granite companies for upgrades and curriculum upgrades to granite technology manufacturing plants ● Collaboration of Blue Devil News Network with journalism classes for broadcasting interviews and segments with sharing of coverage with our local community channel Elberton.net Channel 9. ● YAP/WBL Program was designated as "Top Gun Status-2020" by DOE CTAE Division ● Over 75 ECCHS students participating in Work Based Learning Program with jobs in our local community each year. <p>The Teaching as a Profession pathway students intern and apprentice at the elementary school levels throughout the school year. One of their assigned lesson plans to complete is a "community jobs" activity where they present certain jobs in our community and the duties and skills of those workers. We also add in the pathways at the high school that they can look forward to taking when they get to that point in their education journey.</p> <p>Our Agriculture Pathway teachers and students participate in the Farm Day activities at the primary school where students have activities on gardening, farming, and animals and their importance in our community. They also sponsor raised gardens for the schools.</p> <p>Our Department also sponsors a Transitional 1st grade class throughout the year and provides activities for them, as well as host them for a day at the high school and show them the different pathways and allow them to work with our students.</p> <p>In addition to the above, the LEA incorporates career lesson plans in grades 1-5 through the implementation of STEAM instruction. The district's Professional Learning Coordinator and the Instructional Technology Coordinator have been leading STEAM training across the district. During the 2022-2023 several teachers at the primary, elementary and middle school levels added the STEM endorsement to their teaching certificate. STEAM professional learning continues to be an instructional priority and lesson plans include a plethora of career opportunities to pique the interest of students in grades 1-5. To take STEAM to the next level, a part-time STEAM Instructional Coordinator will provide STEAM PL and assist with the implementation and integration of STEAM instruction across content areas.</p>
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CTAE Coordination

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

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Schools will set behavioral goals that focus on proactive strategies designed to create and maintain a healthy climate and supportive culture. Tier 1 strategies will use PBIS research to ensure desired behaviors are proactively addressed through teaching and reinforcement. In addition to focusing on supporting improved Tier I strategies, goals will be supported by earlier identification of students needing extra support. The district will require schools to collaborate and establish processes and procedures that reduce the over use of discipline practices that remove students from the classroom as well as supporting the school with interventions that impact the SEL of students.</p> <p>ECPS</p> <p>ECES will continue to implement the PBIS framework. ECES will also model the 5 step intervention process with fidelity. The District Behavior Intervention Specialists will be available to go into classrooms to assist with students and to model de-escalation techniques. The District Behavior Interventionist Specialist will also be available to collect data and assist in creating individualized Behavior Intervention Plans (BIPs) for students.</p> <p>ECMS: SILT members will meet the first week of each month to analyze discipline data to identify school-wide and grade level trends and possible solutions. grade level meetings will occur the second week of each month for teachers to discuss the identified trends in discipline data and to develop strategies to build management capacity amongst all stakeholders. SILT members will reconvene the last week of each month to review impact data. We will continue to implement 7 mindsets in order to help address some of the SEL issues leading to discipline issues. We will have built-in SEL time for teachers to use the 7 mindset lessons. Our counselors will incorporate small groups to teach students various strategies to decrease undesired behaviors. Utilizing data, we will pair "target students" to a building mentor who will work with them on building accountability to improve behaviors. This will almost resemble a check and connect type mentor program.</p> <p>ECMS plans to implement the 7 mindsets in order to help address some of the SEL issues that lead to discipline concerns. SEL time will be built into the schedule for teachers to implement the 7 mindset lessons. The counselors will work with identified students in small</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>groups to support SEL needs. The "Success Squad" will continue to be for the 2022-2023 school year to support teachers regarding discipline issues. The discipline part part of the "Success Squad" will brainstorm ideas to help address discipline in the classroom. The "Success Squad" will also look into a mentor program similar to Check & Connect.</p> <p>ECCHS will engage with community stakeholders (LSC) and the ECCHS SILT committee to begin dialogue on a more restorative practice discipline system. Initial discussions will begin with each department May 30, 2023 and will continue with a summer SILT meeting. Initial thoughts include revamping the after school academy process to end at 4:00pm instead of 3:30pm, and to re-institute a "silent lunch" for less egregious infractions.</p> <p>Professional learning, aligned to SIP identified strategies, will be provided throughout the year. Sessions focusing on the needs of economically disadvantaged students include conscious discipline, restorative discipline, trauma informed care, PBIS, BIP writing, and mentors to support students. Additionally, peer and administrative coaching sessions will be used to provide teachers with feedback related to improved classroom culture. Strategies such as 5:1 positive to corrective feedback and clearly posted routines will form the foundation of these expectations.</p> <p>Goal monitoring will take place monthly and include disaggregated discipline data. Additionally, schools will consider the use of universal behavioral screeners to proactively identify and address interfering behaviors before they result in discipline referrals. PBIS teams and SSIP teams will ensure the implementation of proactive strategies as well as the use of effective interventions.</p> <p>Monitoring: PL sign in sheets, data review at monthly District Leadership Team Meetings, SSIP meetings, TKES observations, school level data analysis (discipline, attendance, academic achievement.)</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>ECMS: Student academic, behavior, and attendance data are shared with the high school as part of the transition process so that student services and supports are not interrupted during the transition. Students participate in pre-advisement meetings with the school counselor through social studies classes. Also prior to advisement, the high school conducts a morning meeting at the middle school that introduces 8th graders to the variety of CTAE pathways and other programs that are available to students. Individual advisement meetings are conducted with middle school and high school personnel onsite and parents/families are encouraged to attend the advisement meetings. In late spring a high school site visit is made where 8th graders tour the high school facility and meet high school leaders. A freshman orientation is held during the summer prior to the school's open house.</p> <p>ECCHS: In transitioning from MS to HS, an 8th grade parent night, 8th grade campus visitation, and Freshman orientation will be held prior to the school year beginning. Also, middle school data will be used for student placement in remedial, special education and advanced/honors courses. In Spring of 2023, individual counseling sessions with parents and students were held in preparation for the MS to HS transition, and YouScience will once again be used to identify a student's aptitude for career options.</p> <p>In transitioning from high school to postsecondary education, ECCHS promotes the expectation that every student must be employed, enlisted, or enrolled when they leave high school. We gather information and promote "signing" for colleges, military, or jobs. The school counselor networks regularly with college admissions offices, and hosts an annual college fair with admission representatives from around the state. The counselors also host monthly "apply to college" events, where seniors can receive individualized help with college admissions.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>As the local organization responsible for managing the local Family Connection Collaborative, Community Partnership of Elbert County, Inc. provides services and activities designed to improve outcomes for families and children living in Elbert County. Through the facilitation of collaboration among other local agencies and the school system, the Collaborative has designated school success as their primary area of focus. In the most recent strategic plan, the Collaborative has narrowed this focus specifically to improving school readiness and parental engagement in the birth to Kindergarten to First Grade populations. District leaders are active participants in the work and include the Community Partnership of Elbert County in school and district school improvement initiatives. Parents as Teachers (PAT) coordinate with the Elbert County School District to provide regular home visits for children in families with risk factors that may contribute negatively to the child's school readiness. PAT will continue to expand and strengthen their partnership with the school system and Pre-K to provide services and activities to increase parental involvement and close the achievement gap that is so often present upon entering Kindergarten. The Elbert County Primary School (ECPS) organizes an opportunity for Pre-K students to visit and tour the ECPS during the spring of the school year. Parents of upcoming Kindergarten students will be invited to an orientation in July to receive information regarding overall operations and student learning objectives and a meet-the-teacher event in August. ECPS conducts Academic & Family School Collaboration meetings to build parent capacity and also provides the instructional materials. The Community Partnership of Elbert county is also involved in the event and presents parents and families with important early learning information.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>N/A</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The Elbert County School District includes an early learning facility which houses Head Start and the Pre-K program; one primary school (K-2), one elementary (3-5), one middle (6-8), and one high school (9-12). The high school also is home to the Elbert Virtual Academy (EVA) which serves students in grades 6-12. All schools (K-12) will continue to utilize some of the components of the Georgia Department of Education Literacy Plan. The K-2 framework consists of reading and writing to include the following components: Reading strategies: Independent Reading, Guided Reading, Leveled Phonics Intervention, Shared Reading (on grade level text), Phonics, Spelling, Interactive Read Aloud (above grade level text). Writing strategies: Independent writing, Shared writing, Handwriting, Interactive Writing/Shared Pen, assessments, professional learning, and administrative support. The 3-5 framework includes: Reading strategies: Independent Reading, Guided Reading, Shared Reading, Close Reading, Phonics/Word Work (spelling, vocabulary, grammar), Interactive Read Aloud. Writing: Independent Writing, Guided Writing, Shared Writing, and Interactive Writing. The 6-12 framework includes the workshop model and the instructional literacy framework will continue to be implemented across all content areas. Students use authentic literature instead of traditional text books. Title I funds are used to support the instructional program at the primary, elementary, and middle levels by providing Instructional Coaches to model research-based strategies, plan, research, and implement supplemental professional development support in research-based reading and math strategies/interventions with classroom teachers in school-wide programs; instructional paraprofessionals work with teachers to assist students who are at risk for failure in the core academics; data analysis programs such as Illuminate Education will be utilized at all school levels (K-12) to provide supplemental support in analyzing data to inform instruction and also provide supplemental test practice items for standardized assessments; research based instructional strategies/programs, addressing academic gaps in math, reading, and other content areas, will be implemented in grades (K-8), DIBELS online (K-3); instructional materials and supplies to support math, reading, and other content areas; Academic Interventionists and beyond school hours (afterschool, summer programs) to provide supplemental support for all students that have been identified as needing additional academic support in ELA and math. All schools will continue to utilize RESA consultants and other external consultants such as UGA CLASE Instructional Conversation (IC), Yvonne Frey, Instructional Coach Independent Contractor, math coach, Literacy PL through L4GA grant. Comprehensive Behavior Solutions, LLC and other external/internal consultants as deemed necessary and aligned to school improvement plans. Title I, Part A funds will also be used to utilize Parent Resource Coordinators to assist with the implementation of the Academic Family School Collaboration (AFSC) model and parent and family engagement academic activities/trainings/workshops. During the Comprehensive Needs Assessment (CNA) and District Improvement Plan processes, it was decided that local and other</p>
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Title I, Part A – Instructional Programs

	<p>Federal funds will cover current initiatives at the high school level that are currently in place and any additional instructional initiatives so that Title I, Part A funds can be allocated to the primary, elementary, and middle levels to close academic gaps before students enter high school. Currently, there are no neglected and delinquent facilities within the LEAs geographical area. If the annual check and identification of all partnerships reflects that there is a N&D facility within the LEAs geographical area, the LEA is committed to following the requirements to ensure services are being extended to students who reside in locally operated neglected or delinquent establishments.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>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.</p>	<p>Elbert County Schools are committed to promoting interstate and intrastate coordination of services for migratory children. The Migrant Contact oversees the enrollment of migrant students to ensure records are obtained and services are coordinated when children move from school to school. The Contact also makes sure other districts are notified in a timely manner via MSIX when migrant students move out of the county. All staff who may be involved with the enrollment process are trained regarding the purpose and importance of the Occupational Survey. The LEA uses the Region 1 Migrant Education Agency Occupational Survey form to help identify migrant education students who enroll in Elbert County Schools. The Migrant Contact will make sure the LEA is using the most current version of the Occupational Survey. This form is part of the registration process for all students. Every new family completes an Occupational Survey upon enrollment at the central registration site. The survey is also completed by all students at the start of every year. All completed Occupational Surveys are forwarded to the Migrant Contact for review and follow up with the regional recruiter. When new migrant students arrive in the county, MSIX is used by the Migrant Contact and/or school counselors to facilitate timely and effective enrollment regarding course history, health/immunization records, and to find and obtain other needed information/records from other states by phone, fax, etc. The central office registrar and school counselors are trained to obtain needed documentation for enrollment and make informed decisions about the most appropriate placement for migrant students in a timely manner. When any students/parents (including migrant) request to withdraw from LEA, they are given an intent to withdraw form (unless the student is 16). Students are not formally withdrawn until the LEA receives a records request from another school at which time records are sent within 3 days of receipt of the request. If the school does not receive a records request within 10 days the Migrant Contact makes every attempt to locate the family and ensure the children enroll at a new school. The Migrant Contact will oversee the enrollment/withdrawal process to ensure all pertinent information is obtained and/or transferred once a child moves so there is no interruption in services.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>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.</p> <p>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.</p>	<p>Elbert County School District uses Region 1 to help identify migrant students. The migrant contact, also the school social worker, makes contact with each family to determine case by case needs including the needs of migratory preschool children, dropouts, and OSYs. The migrant contact will assess the educational and other needs of the children/family and develop a plan for services with the family. There is also an SSP to specifically serve the OSY/DO. The SSP uses the OSY profile on the initial contact to learn about the youth and assess where they are with their education and other pertinent information. This information assists the SSP with creating a plan of service for each individual. The migrant contact oversees the process and assists with implementation plan and evaluation based on the individual needs of the youth. The Migrant Contact and SSP make regular contact including home visits to offer assistance to all of the migrant families concerning their children's education during the regular school year and summer. Academic and non academic services will be available year round. Academic support can include but is not limited to individual or group tutoring, parent education, and the use of learning devices loaned to the family (iPads or other tablets). Tutoring services will be provided by contracted tutors.</p> <p>If other agencies are needed by a family, the appropriate local agencies are contacted to help with the coordination of services. Additionally, specific activities to address the needs of migratory families are provided through the responsibilities of the migrant contact/school social worker. Some of these responsibilities include, but are not limited to, informing children and their families of, or helping such children and families gain access to, other education, health, nutrition, and social services in the community during the regular school year and/or summer. Both academic and non-academic support will be made available to migrant families and children, including preschool children, dropouts, and out of school youth during the regular school year and summer periods.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>Elbert County continues to hold a high overall graduation rate for students with disabilities. To continue to improve outcomes, the district will do the following in FY23:</p> <p>Mentors-Elbert County continues to fund two part-time mentors in partnership with Elbert Partners for Health. These mentors will work with students identified by the MTSS Coordinator and building principals at the beginning of the year using data provided through eduCLIMBER. The identified students should have a support plan from the MTSS Coordinator and have yet to make adequate progress. Students selected will exhibit multiple markers of being at risk of dropout. The day-to-day work of these mentors will consist of providing personalized, timely interventions to help students solve problems, build skills, and enhance competence to be overseen by building principals. At the same time, the program's success will be monitored quarterly by the Special Education Director. A collaborative group, including representatives from Elbert Partners for Health and Elbert County School District support staff, will review overall program implementation and effectiveness annually. Professional learning for these mentors and other volunteer mentors is provided as a contracted service at the start of the year. Internal and ongoing support and professional learning are provided by the school counselors, school administrators, and the federal programs director for the district.</p> <p>Transitions-Elbert County will continue working with the GVRA Career Specialist pilot program and the Vocational Rehabilitation services. Case managers and the School Social Worker will support transition plans that are tailored to address identified needs. These plans will be reviewed quarterly to ensure both compliance and effectiveness. To assist with the implementation and monitoring of effective transition plans, the district has identified an individual as Transition Lead. This person will assist as requested to support transitions and spot review transition plans to ensure students have access to high-quality transition services. This position will also provide initial training and ongoing coaching support for the development of transition plans. The Special Education Director will meet with the transition lead monthly to review program implementation. A team of high school teachers and support staff follow up with each student and/or their families to determine post-secondary outcomes. Phone calls or other direct contact is made with each family or student. For those where contact information is no longer valid, social contacts are pursued to determine the best new contact information for gathering post-secondary outcomes.</p>
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IDEA Performance Goals:

	<p>Elbert County School system has partnered with High School High Tech (HSHT) and Vocational Rehabilitation Services (VR) to provide post-secondary and employment opportunities to our juniors and seniors each year. High School High Tech and VR work closely with our special education teachers to ensure graduation expectations are at the forefront of the activities. Students' grades are checked monthly before they are allowed to attend monthly activities. Graduation is stressed during all events. Opportunities to attain certifications would increase their likelihood of gaining employment. Vocational Rehabilitation Counselors meet with juniors and seniors to discuss post-secondary options. Students are knowledgeable about the expectation of graduating to enter these goals. They focus on completing job applications, interviewing skills, and college preparation. Students' grades and graduation progress are checked during regular meetings between the VR counselor and the student.</p> <p>Each school will select a teacher or Assistant Principal at the beginning of the school year to serve or fulfill the duties of the MTSS Coordinator, who will work directly with teachers. Professional learning will be provided at the beginning of each year to the coordinator on identifying students & their intervention needs, writing support plans, creating goals, and progress monitoring. Additional professional learning on using interventions and eduCLIMBER is provided at the start of each year with ongoing support throughout the year. This person will collect data on students at risk in academics, behavior, and/or attendance identified by the general education teacher. They will assist the certified professional staff with students in the classroom to meet instructional goals and objectives through research-based interventions and regular progress monitoring. The MTSS Coordinator will use the eduCLIMBER software that aggregates all academic, SEL, and attendance data into one portal to monitor student success. Data collected will be delivered monthly to the School Improvement and Leadership Team meeting. The Central Office Leadership Team reviews program success quarterly, while Curriculum Directors and the Special Education Director review program-level data monthly.</p> <p>All schools set climate and culture goals that include improved outcomes in terms of discipline, attendance, and perception data. To meet these outcome goals, the district contracts with Comprehensive Behavior Change to provide training during pre-planning to all new and targeted teachers. This is followed by monthly classroom observations and feedback throughout the year. Additionally, the district created a full-time position of Behavior Specialist. This individual will focus on coaching teachers through behavior support needed for students not successful at Tier I. The behavior specialist will meet with principals monthly. Program data will be reviewed by the Special Education Director and Curriculum Directors on a quarterly basis.</p>
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IDEA Performance Goals:

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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The school psychologist communicates with representatives from Babies Can't-Wait on an ongoing basis. Meetings are held throughout the year to effectively and efficiently transition students to district-provided support systems by their third birthday. In addition to ongoing involvement with individual eligibility meetings and IEP meetings, the Early Learning Director and Special Education Director review this work at the start of the year, mid-year, and again at the end of the year.</p> <p>Pre-School and Pre-K supports are being restructured to provide for a greater emphasis on specialized instruction in the least restrictive environment. GADOE developed professional learning led by RESA specialists and was provided to team leaders in the spring of 2022 in order to ensure the application of these strategies in FY 23. The Director of Teaching and Learning, the Federal Programs Director, and the Special Education Director serve as a support team for the Early Learning Director and team leader as these program improvements are implemented and monitored. Whole staff training in early interventions has become an annual occurrence resulting in more students served in a less restrictive setting. The program director will monitor interventions and meet with teams weekly. Program-level data will be reviewed by the Director of Special Education quarterly.</p> <p>The Elbert County School District engages in a number of Child Find outreach efforts. Each Fall, local medical professionals, childcare providers, and local churches are contacted via a letter seeking referrals and seeking referrals for identified students. Notice is also posted on our website seeking referrals and providing information. Additional child-find efforts include letters to registered home school families. Returned referrals are followed up on as a part of our student evaluation processes. These processes are implemented by the central office special education office and the school psychologist. Timeline data is reviewed by the Director of Special Education each month.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>LEA Training-All schools have administrators new to their positions. Providing ongoing LEA training and support for these administrators helps them understand the concept of LRE and how to best meet student needs. Much of the work focuses on selecting high-leverage strategies designed to provide for the learning growth established in the IEP goal-setting process.</p> <p>Monitoring-District walk-through observations will be used to monitor instruction. In an effort to share best practices between schools and programs, district lead focused walks are planned as a monthly activity. Areas addressed through professional learning will have specific indicators on the walk-through instrument. Feedback will be shared with teachers to promote growth. At the same time, aggregated data will inform the development of future professional learning. School-level walk-through data is reviewed by school leadership teams each month starting in November of the school year. District leadership, including the Special Education Director, reviews district-level walk-through data each month once sufficient data has been collected, usually beginning in October.</p> <p>Elbert County School District offers a full continuum of services for the following from least restrictive to most restrictive: Consultative, supportive instruction, co-teaching, small group</p> <ul style="list-style-type: none"> ● Consult -is a service provided to school-age students with disabilities to help monitor their progress in their academic performance and IEP goals. Monthly check-ins are done with the case manager, student, and general education teacher for specified amounts of time. ● Cotaught setting uses specially designed academic instruction provided to a group of students with disabilities with nondisabled students. Consists of two teachers (a special education teacher and a general education teacher) sharing the responsibility of teaching and planning for all students. Students will take the GA milestones in specifically identified areas by the state at the end of the course. ● Supportive Instruction (inclusion)- services are provided by a paraprofessional who helps to accommodate the student with disabilities to obtain access to the general curriculum while aiding the general education teacher. ● Resource or Study Skills- special education program for a student with a disability who needs specialized supplementary instruction for a portion of the school day. This is not provided in place of the student's regular academic instruction. Supports IEP goals and areas of deficits. ● Small group setting-class consists of students with disabilities who have been grouped because of the similarity of individual academic needs with a "self-contained setting," where the students are receiving their primary instruction separate from their nondisabled peers. Class sizes of usually 5-10 students. Instruction is delivered by a computerized program or a special education teacher who is highly
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IDEA Performance Goals:

	<p>qualified in the specific course. Courses use the essential standards to ensure mastery of the content. Students will take the GA Milestones or the GAA at the end of specific courses.</p> <ul style="list-style-type: none"> ● GNETS setting is a course designed to implement therapeutic services to students that have identified impeding behaviors that interfere with everyday educational functioning. Students will come to this course as needed to help mediate behavior problems. Students in this course can obtain academic credits through an online platform if applicable. ● Related Services-are services to assist a student in benefiting from other special education services to access the general education curriculum. These services included: Speech-language therapy, audiology services, physical therapy, occupational therapy, school nursing services, assistive technology, and therapeutic services. ● Adapted Physical Education (PE)-is a specially designed program for students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. If a student with a disability is not making adequate progress within the general physical education curriculum, requires adaptations to the curriculum, requires additional support to participate (e.g., paraprofessional support, modifying the curriculum, etc.), or modifications to assessment processes, then the student should be accessing adapted physical education services. ● Special Transportation-services, specialized equipment (adapted buses, monitors, lifts, and ramps), and support are made available to transport the student to and from school. ● Teachers receive ongoing training and support from Comprehensive Behavior Change, a contracted BCBA service. Additionally, a new district-wide position of Behavior Specialist will coach teachers through behavioral learning strategies at the Tier II and Tier III levels. The effectiveness of these positions is monitored through the collection and review of behavioral data on a monthly basis. ● Professional Learning Team (PLT)-A professional learning team model will be used at the district and school levels. In this model, monthly PLT meetings at both the school and district will be used to deliver relevant, data-informed, professional learning. Training is provided through these teams. Additionally, team leaders receive monthly training to redeliver to their teams. Training topics include LRE, goal setting, progress monitoring, FAPE, and specially designed instruction. School administrators and MTSS coordinators also receive training in LRE, LEA, and the identification of students with disabilities. Professional development plans are developed in collaboration with
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IDEA Performance Goals:

	<p>school representatives and monitoring is ongoing throughout the school year.</p> <ul style="list-style-type: none"> ● Mentoring-New teachers are assigned a veteran teacher as a mentor. Mentors are provided with district-developed support materials. Materials outline support expectations designed to address all areas including instruction, planning, and compliance. This mentoring program is monitored by the Federal Programs Director and Curriculum Director. New and targeted teachers also participate in the GLRS lead induction program. ● Behavioral Learning-Teachers receive ongoing training and support from Comprehensive Behavior Change, a contracted BCBA service. Additionally, a new district-wide position of Behavior Specialist will coach teachers through behavioral learning strategies at the Tier II and Tier III levels. The effectiveness of these positions is monitored through the collection and review of behavioral data on a monthly basis. ● IEP accommodations/modifications are shared with General Education teachers, other teachers, and support staff that need to know by the Special Education case manager for the student(s) that have been assigned to their caseload. The Special Education Director and school Special Education Team Leaders ensure that Special Education teachers have reviewed IEPs and are knowledgeable regarding the accommodations/modifications for each student that has been assigned to their caseload. For student(s) that are transitioning to a new school, the Special Education teachers from the receiving school are invited to the end-of-year IEP meetings to become acclimated to the student's needs and support the transition process. Special Education teachers share accommodations/modifications with General Education teachers during pre-planning and continue to communicate on a regular basis throughout the school year. Additionally, General Education teachers are included as a part of IEP teams. ● The Special Education Director will utilize various means to monitor professional learning. Regular communication between the Special Education teachers, school-level leaders, and the individual conducting the professional learning/training exists. Sign-in sheets and agendas are required for all professional learning, and the professional learning consultant follows up with emails reflecting information that has been shared with the teachers to promote behavior changes. This communication is ongoing, and all stakeholders are included in the emails and/or discussions. The district has added a Behavior Specialist to provide professional learning and monitor the implementation of behavioral learning strategies. The Behavior Specialist will meet with the Special Education Director weekly to plan and review work. The Behavior Specialist will also serve as a member of each school's School Improvement and Leadership Team to support the review of school-level data and the next steps in growth.
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IDEA Performance Goals:

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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<ul style="list-style-type: none"> ● Timelines-The Special Education Director and Lead School Psychologist will meet with administrative support monthly to review upcoming timelines. Special Education Team Leads will meet monthly with SILT to provide data from the GoIEP dashboard to ensure monthly compliance. Areas of concern will be reviewed during the monthly meetings. The GoIEP dashboard is reviewed daily by an administrative assistant. Areas in danger of being out of compliance are reviewed with the Special Education Director and addressed with school-based staff immediately. If adequate progress is not made, the administrative team and Special Education Director will implement and monitor a professional learning plan. ● Training-Team leaders and district Special Education Leadership are using data to review areas of improvement. Professional learning plans will be developed to support identified growth areas. Monitoring of growth area data will occur quarterly with the Special Education Director and Team Leaders. Procedure manual training is provided each year in a professional learning session during pre-planning. Implementation training and manual updates will be provided through monthly districtwide Special Education Professional Learning Team (PLT) meetings. ● Teacher Evaluations-The Director of Special Education will review goals and professional learning plans with principals. Where teachers fail to meet the expectation, principals will be expected to address these failures through the TKES instrument. Timeline and compliance information will be provided to principals quarterly. Continued non-compliance will be addressed through Professional Learning Plans and the TKES evaluation instrument. ● Transition Plan Review-Transition Plans will be reviewed by the newly created transition team lead position on an ongoing basis. The Special Education Director and Special Education Coordinator will check for plans and provide an in depth review and feedback for a selected group of transition plans each semester. Professional learning will be developed and implemented based on the needs demonstrated in this review. Future reviews should show evidence of improvement directly related to professional learning provided.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs 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)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need #1/ Action Step: 5</p> <ul style="list-style-type: none"> Continuing Provide tuition expenses and stipends for teachers to obtain ESOL/Gifted, STEAM, Instructional Technology, P-12 Reading and other teaching and learning endorsements to more effectively support students by building capacity at all school levels. By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%. <p>Overarching Need #1/ Action Step: 7</p> <ul style="list-style-type: none"> Continuing Utilize instructional paraprofessionals at all levels to support teachers in providing academic instruction during the regular school day and beyond school hours (afterschool/summer programs). By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%. <p>Overarching Need #1/ Action Step: 9</p> <ul style="list-style-type: none"> Continuing Provide STEAM professional learning activities and provide materials/resources needed to implement STEAM instructional activities throughout the school year (Tier I instruction) and beyond school hours (afterschool/summer programs). By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%. <p>Overarching Need #1/ Action Step: 14</p> <ul style="list-style-type: none"> New Part-time Instructional STEAM Coordinator to provide STEAM supplemental professional learning for teachers, assist with planning, implementation and integration of STEAM instruction, and model best practices. By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%.
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Title IV, Part A – Activities and Programming LEAs 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)

	<p>Overarching Need #2/Action Step: 1</p> <ul style="list-style-type: none"> ● Continuing ● Provide instructional materials/resources that will provide supplemental support to Tier I instruction and/or programs that are researched-based to provide supplemental Multi-Tiered Systems of Supports to promote student engagement. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 2</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning for teachers, and certified school level support staff in math regarding best practices, classroom management, cultural diversity, Multi-Tiered Systems of Support by consultants such as: NEGA RESA, Comprehensive Behavior Change, Yvonne Frey, Ruth Westbrooks, Instructional Technology and other internal/external consultants as deemed appropriate. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 3</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as NEGA RESA, Comprehensive Behavior Change, LLC, Yvonne Frey, Ruth Westbrooks, Social Emotional Learning, and other internal/external consultants as deemed appropriate to promote positive school cultures/climates. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 6</p> <ul style="list-style-type: none"> ● Continuing ● Plan and implement student activities relating to STEAM during the school day; implement exploration/enrichment and remedial support services beyond school hours (afterschool, summer programs) as deemed appropriate. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more.
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	<p>Overarching Need #2/Action Step: 7</p> <ul style="list-style-type: none"> ● Continuing ● Provide tuition expenses and stipends for teachers to obtain ESOL/Gifted, STEAM, Instructional Technology and other endorsements to more effectively support students by building capacity at all school levels.. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 12</p> <ul style="list-style-type: none"> ● Continuing ● Utilize instructional paraprofessionals at all levels to support teachers in providing academic instruction during the regular school day and beyond school hours (afterschool, summer programs) ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #3/Action Step: 3</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices for teachers, and certified support staff in content areas by consultants such as: NEGA RESA, UGA Instructional Conversations, Illuminate Education, Yvonne Frye. Comprehensive Behavior Change, and other internal/external consultants as deemed appropriate. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 4</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as: NEGA RESA, UGA CLASE Instructional Conversation, Yvonne Frye, Independent Contractor. Comprehensive Behavior Change and other internal/external consultants as deemed appropriate ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more.
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	<p>Overarching Need #3/Action Step: 9</p> <ul style="list-style-type: none"> ● Continuing ● Provide STEAM professional learning opportunities for teachers and certified support staff to enhance student learning. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 10</p> <ul style="list-style-type: none"> ● Continuing ● Instructional STEAM Coordinator will plan and assist teachers with implementation/integration of STEAM activities during the school day and beyond school hours (afterschool. summer programs) to enhance student engagement. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 11</p> <ul style="list-style-type: none"> ● Continuing ● The Elbert County School District will expand the music program by continuing with a full time music teacher. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need #1/ Action Step: 6</p> <ul style="list-style-type: none"> ● Continuing ● Provide stipends for teachers to participate in professional learning opportunities to review/revise classroom instruction, create Instructional Conversations plans/Joint Productive activities, professional learning activities that will support literacy components (L4GA grant), Instructional Technology, STEAM, SEL, and other professional learning activities that are deemed appropriate. ● By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%. <p>Overarching Need #2/Action Step: 1</p>
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Title IV, Part A – Activities and Programming LEAs 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)

	<ul style="list-style-type: none"> ● Continuing ● Provide instructional materials/resources that will provide supplemental support to Tier I instruction and/or SEL materials/resources/programs that are researched-based to provide supplemental Multi-Tiered Systems of Supports to promote student engagement. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 2</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning for teachers, and certified school level support staff in math regarding best practices, classroom management, cultural diversity, Multi-Tiered Systems of Support by consultants such as: NEGA RESA, Comprehensive Behavior Change, Yvonne Frey, Ruth Westbrooks, Instructional Technology and other internal/external consultants as deemed appropriate. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 3</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as NEGA RESA, Comprehensive Behavior Change, LLC, Yvonne Frey, Ruth Westbrooks, Social Emotional Learning, and other internal/external consultants as deemed appropriate to promote positive school cultures/climates. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 8</p> <ul style="list-style-type: none"> ● Continuing ● Continue to utilize Check and Connect Mentors to support identified students. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more.
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Title IV, Part A – Activities and Programming LEAs 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)

	<p>Overarching Need #2/Action Step: 12</p> <ul style="list-style-type: none"> ● Continuing ● Utilize instructional paraprofessionals at all levels to support teachers in providing academic instruction during the regular school day and beyond school hours (afterschool, summer programs). ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #3/Action Step: 3</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices for teachers, and certified support staff in content areas by consultants such as: NEGA RESA, UGA Instructional Conversations, Illuminate Education, Yvonne Frye. Comprehensive Behavior Change, and other internal/external consultants as deemed appropriate. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 4</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as: NEGA RESA, UGA CLASE Instructional Conversation, Yvonne Frye, Independent Contractor. Comprehensive Behavior Change and other internal/external consultants as deemed appropriate. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 7</p> <ul style="list-style-type: none"> ● Continuing ● Utilize Check & Connect mentors for building relationships with students, families, and school personnel, using data to determine interventions, to learn what is reflective listening, how to problem-solve, and how best to engage with families. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 8</p>
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Title IV, Part A – Activities and Programming LEAs 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)

	<ul style="list-style-type: none"> ● Continuing ● Provide materials/resources to implement programs such as: preventing bullying and harassment, relationship building skills and school dropout prevention. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 12</p> <ul style="list-style-type: none"> ● Continuing ● Provide materials/resources that will support students with social and emotional learning and/or programs that are researched-based to provide supplemental Multi-Tiered Systems of Supports to promote student engagement. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 13</p> <ul style="list-style-type: none"> ● Continuing ● Provide instruction and support through internal/external consultants that will support students with social and emotional learning to increase student engagement/achievement. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more. <p>Overarching Need #3/Action Step: 4</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as: NEGA RESA, UGA CLASE Instructional Conversation, Yvonne Frye, Independent Contractor. Comprehensive Behavior Change and other internal/external consultants as deemed appropriate. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more.
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Title IV, Part A – Activities and Programming LEAs 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)

<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>Overarching Need #1/ Action Step: 6</p> <ul style="list-style-type: none"> ● Continuing ● Provide stipends for teachers to participate in professional learning opportunities to review/revise classroom instruction, create Instructional Conversations plans/Joint Productive activities, professional learning activities that will support literacy components (L4GA grant), Instructional Technology, STEAM and other professional learning activities that are deemed appropriate. ● By May 2024, the percentage of students achieving Level 3 "Proficient Learner" on the GMAS ELA, science, and social studies EOC/EOG state assessments will increase by 15%. <p>Overarching Need #2/Action Step: 2</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning for teachers, and certified school level support staff in math regarding best practices, classroom management, cultural diversity, Multi-Tiered Systems of Support by consultants such as: NEGA RESA, Comprehensive Behavior Change, Yvonne Frey, Ruth Westbrooks, Instructional Technology and other internal/external consultants as deemed appropriate. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 3</p> <ul style="list-style-type: none"> ● Continuing ● Provide professional learning best practices in effective leadership for school level leaders by consultants such as NEGA RESA, Comprehensive Behavior Change, LLC, Yvonne Frey, Ruth Westbrooks, Instructional Technology, Social Emotional Learning, and other internal/external consultants as deemed appropriate to promote positive school cultures/climates. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will increase by 15% or more. <p>Overarching Need #2/Action Step: 7</p> <ul style="list-style-type: none"> ● Continuing ● Provide tuition expenses and stipends for teachers to obtain ESOL/Gifted, STEAM, Instructional Technology and other endorsements to more effectively support students by building capacity at all school levels.. ● By May 2024, the percentage of all students achieving Level 3 "Proficient Learner" on Milestones EOC/EOG math assessments will
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Title IV, Part A – Activities and Programming LEAs 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)

	<p>increase by 15% or more.</p> <p>Overarching Need #3/Action Step: 6</p> <ul style="list-style-type: none"> ● Continuing ● Provide stipends for teachers and support staff for professional learning activities that will support Instructional Technology and other professional learning activities that are deemed appropriate to promote student engagement. ● Decrease the percentage of students missing fewer than 6 days of school by 10% or more and decrease the percentage of student discipline referrals by 10% or more
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>There are no Overarching Needs/Action steps in the DIP for Infrastructure.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>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.</p>	<p>The Elbert County School District will conduct monthly Target Impact Check meetings with principals, school level meetings, BOE Work-sessions, School Improvement Leadership Team to observe trends and patterns in academics, behavior, and attendance. Original stakeholders are present at these meetings. Other stakeholders and community-based partners will be invited to attend BOE Work-sessions that include Title IV, Part A initiatives and progress,</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective – Maintain Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<ul style="list-style-type: none"> ● Progress monitoring data maintained by Academic Interventionist reflects that the majority of the identified students made progress regarding foundational skills in ELA ● Milestones ELA data reflects that a higher percentage of students are reading below grade-level which indicates a higher percentage of students scoring at levels 1 and 2 on Milestones in science and social studies ● Fountas & Pinnell Benchmark Assessment System (BAS) data shows that students in grades K - 5th increased their instructional and independent reading levels from the beginning of the year to the end of the year. ● The LEA will continue to provide professional learning in the area of literacy as required by the L4GA grant; progress monitoring data such as running reading records and LLI data reflect that students are making progress ● Due to the percentage of students reading at or below grade level, it has been a challenge to move students from Level 1 to Level 2 and from Level 2 to Level 3 on the GMAS.
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<ul style="list-style-type: none"> ● Progress monitoring data maintained by Academic Interventionist reflects that the majority of the identified students made progress regarding foundational skills in math ● GMAP data reflects that a higher percentage of students are achieving projected growth, however transferring the growth to the rigor of the Milestones assessment continues to be a challenge ● Milestones Math data reflects an increase in the percentage of students scoring at Levels 1 & 2 ● Milestones math data reflects that there was an increase in 3rd grade students scoring at Levels 3 and 4 due to a professional learning intervention that was led by several 3rd grade teachers ● It is understood that closing academic gaps regarding foundational skills in math is a priority and the LEA is committed to providing teachers the professional learning needed to support the rigor that students will face on state assessments. GMAP provides an accurate indication regarding academic levels and it is critical that teachers understand how to analyze the data to inform instruction.
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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	No participating private schools.
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Title II, Part A	No participating private schools.
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Title III, Part A	No participating private schools.
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Title IV, Part A	No participating private schools.
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Title IV, Part B	No participating private schools.
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Title I, Part C	No participating private schools.
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IDEA 611 and 619	No participating private schools.
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