



Comprehensive Needs Assessment 2025 - 2026 District Report



Glascok 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	Jessica Miller
Multiple Program(s)	Federal Programs Director	April Clark
Multiple Program(s)	Curriculum Director	April Clark
Multiple Program(s)	School Leader (#1)	Jennifer Stafford
Multiple Program(s)	School Leader (#2)	Michael Costello
Multiple Program(s)	Teacher Representative (#1)	Tonya Williams
Multiple Program(s)	Teacher Representative (#2)	Ashley Haywood
McKinney-Vento Homeless	Homeless Liaison	Breanna Phillips
Neglected and Delinquent	N&D Coordinator	April Clark (no N & D facilities)
Rural	REAP Coordinator	April Clark
Special Education	Special Education Director	Liz Harrell
Title I, Part A	Title I, Part A Director	April Clark
Title I, Part A	Family Engagement Coordinator	Jennifer Stafford/Michael Costello
Title I, Part A - Foster Care	Foster Care Point of Contact	Breanna Phillips
Title II, Part A	Title II, Part A Coordinator	April Clark
Title III	Title III Director	April Clark
Title IV, Part A	Title IV, Part A Director	April Clark
Title I, Part C	Migrant Coordinator	April Clark

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	NA
Multiple Program(s)	Testing Director	Alisha Logue
Multiple Program(s)	Finance Director	Kristi Kitchens
Multiple Program(s)	Other Federal Programs Coordinators	NA
Multiple Program(s)	CTAE Coordinator	Chris Kelley

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Liz Harrell; April Clark
Multiple Program(s)	Principal Representatives	Jennifer Stafford; Michael Costello
Multiple Program(s)	High School Counselor / Academic Counselor	Breanna Phillips
Multiple Program(s)	Early Childhood or Head Start Coordinator	NA
Multiple Program(s)	Teacher Representatives	Kelly Bryan, Tonya Williams, Kelly Scott, Alecia Hilson
Multiple Program(s)	ESOL Teacher	Karina Shelton
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Ashley Haywood; Hope Hadden; Emily Andrews
Multiple Program(s)	ESOL Coordinator	NA
21st CCLC	21st CCLC Program Director	Jennifer Kelley
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Alexis Cummings; Karen Sammons
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Tina Smith
Title II, Part A	Principal Supervisors	Jessica Miller
Title II, Part A	Professional Learning Coordinators	April Clark
Title II, Part A	Bilingual Parent Liaisons	NA
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	NA
Title II, Part A	Local Elected/Government Officials	NA
Title II, Part A	The General Public	NA
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Molly McAfee
Title IV, Part A	Technology Experts	Chad Arrington
Title IV, Part A	Faith-Based Community Leaders	NA

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)	Ryan Smith, Emee Kent, Jaleigh Williford, Kyle Davis, Paige Waters
Multiple Program(s)	Private School Officials	NA-no private school participation
Migrant	Out-of-School Youth and/or Drop-outs	NA - served via ABAC consortium
Title I, Part A	Parent Representatives of Title I Students	Sarah Johnson, Blake Moore, Paul Parrish
Title I, Part A - Foster Care	Local DFCS Contacts	Tammy Leonard; Suzette Dance
Title II, Part A	Principals	Jennifer Stafford; Michael Costello
Title II, Part A	Teachers	Alisha Logue; Tonya Williams; Ashley Haywood; Kelly Scott; Emily Andrews; Alecia Hilson
Title II, Part A	Paraprofessionals	Jessie Hicks
Title II, Part A	Specialized Instructional Support Personnel	April Clark, Liz Harrell
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	OFTC; High Schools High Tech; Georgia Voc Rehab; Georgia PSC P-20 Collaborative; CSRA RESA; East Georgia GLRS
Title III, Part A	Parents of English Learners	n/a -- No EL students

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dr. Debbie Alexander; Laura Hooven; Gin Sellers; Kayce Tyler
Multiple Program(s)	Technical, College, or University Personnel	Jennifer Todd; Dr. Judi Wilson
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Sarah Johnson, Paul Parrish, Blake Moore

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	Jennifer Kelley
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	Jennifer Kelley
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	NA
Migrant	ABAC MEP Consortium Staff	NA
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA - no N & D facilities
Special Education	Parents of a Student with Disabilities	NA
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team utilized multiple stakeholder organizations, including the School Leadership Team, School Governance Team, East Georgia P-20 Collaborative; and CSRA RESA Professional Learning Council to create an inclusive group comprised of parents, community members, and internal stakeholders with varied perspectives. Likewise, the system administrators and school administrators comprised another stakeholder group to complete the Comprehensive Needs Assessment (CNA) over the course of the spring semester and summer. Multiple meeting dates were established at various times to ensure broad participation. Invitations were emailed to external stakeholders and leadership meetings are scheduled monthly. All stakeholders were invited to provide input via surveys distributed online and in hard copy as well as at the annual input meeting.
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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?	All stakeholders were invited to provide input via the spring stakeholder surveys and through the posting of documents on the system website. The district further engaged in roundtable discussions during input meetings (in face-to-face and online fashion) to identify and prioritize overarching needs. In addition, feedback submitted throughout the year from comment cards, parent conferences/meetings, curriculum development meetings, instructional coach meetings, and school-level meetings was reviewed by the stakeholder group. The Leadership Team met quarterly to discuss matters related to the CNA and DIP. Progress related to DIP goals was presented at School Governance Team meetings which are open to the public. Meetings were posted on websites; advertised using flyers, the automated dialer, or the school marquees; by social media; and in person to stakeholders. Note regarding required stakeholders: There are no migrant dropouts or pre-school students and no private schools in the LEA.
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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.	2.5
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.	3
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.	3
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
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.	
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: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, 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.	2.5
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
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.	3

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.	3
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	3
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.	3
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.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	3
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	3
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	3
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.	3
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.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	3
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
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: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	3
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	3
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.5
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
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.	3
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.	3
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	3
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.	3
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.	3
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	3
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2024-2025 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. 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: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2024-2025 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Primarily, the LEA utilized stakeholder surveys, including the following: • LEA Federal Programs Spring Parent Surveys • GaDOE Student Health 2.0 Surveys, as available • GaDOE School Personnel Surveys, as available • GaDOE Parent Surveys, as available In addition, the district collected anecdotal notes regarding stakeholder perception from the following: • Input Meetings • Leadership Team Meetings • IEP meetings • CSRA RESA Board of Control and Professional Learning Council meetings • East Georgia P-20 Collaborative meetings • Parent conferences
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The 2024–2025 perception data, collected from parents, staff, and students, provides valuable insight into the strengths and areas for growth within our school community. This data reflects not only how stakeholders view the school environment but also what they believe to be true about student safety, fairness, communication, and behavioral climate. There is a strong, consistent perception among all stakeholder groups that our school provides a safe and well-maintained environment. Ninety-four percent of middle/high parents agree or strongly agree that their children feel safe traveling to and from school, and the same percentage affirm that the building is well maintained. Similarly, 100% of personnel confirmed that the building is safe to enter and exit and is properly maintained, which underscores our commitment to physical safety and facilities management. Students corroborate this sense of physical safety, with approximately 90% of middle/high students reporting that they do not feel picked on, teased, or bullied, and a similar percentage indicating that they have not been cyberbullied. Furthermore, 93% of our elementary students also indicated that safety is a top priority by responding that they feel safe in all areas of the building. These findings suggest that our focus on a secure, clean, and respectful environment is being successfully communicated and experienced. While safety and maintenance perceptions are positive, the data also points to critical areas where improvement is needed. Notably, only 41% of middle/high parents believe that all students are treated fairly, and 38% express concern about the consistency of rule enforcement.
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	Additionally, 38% of parents disagree that school staff communicate effectively and feel excluded from the decision-making process. However, elementary parents disagree, with ninety-five percent responding that it is easy for them to get information about their child's progress. These figures highlight a significant perception gap that must be addressed through more transparent communication, equitable practices, and stronger parent engagement strategies, especially in the middle/high school. Among personnel at the middle/high school, while overall facility and safety conditions are viewed positively, there are concerns regarding student behavior and peer support. Twenty-seven percent of staff do not believe students would intervene to help a peer being bullied, and 24% feel that student behavior sometimes prevents effective teaching. These concerns suggest a need for reinforcing our social-emotional learning programs, positive behavior supports, and peer leadership initiatives to create a more consistently supportive and academically focused environment. Encouragingly, the student survey indicates that over 90% have never used drugs or alcohol, and approximately 80% know an adult they can turn to in times of need or emergency. These data points indicate strong protective factors and suggest that students possess a solid understanding of support systems and healthy decision-making, which are critical components of long-term well-being and school success. Survey results for the elementary school also revealed a connectedness with school and personal social learning. Over 81% of students responded that most or all of the adults at school care about the students. In summary, the perception data affirm that our school is viewed as a physically safe and well-maintained place where most students feel secure and supported. However, the data also highlight opportunities to improve perceptions around fairness, communication, and student behavior. Moving forward, we will use this information to refine our school improvement efforts, with particular focus on equity, communication with families, behavioral expectations, and student empowerment. These steps are essential to ensure that our school community continues to thrive and that every voice is heard, respected, and valued.
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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)	The following data were analyzed for the CNA: ● GaDOE School Improvement Dashboard (SLDS) ● Exit interviews/surveys ● Local system personnel reports ● TKES and LKES ratings ● Student Record reports ● Sign in sheets ● Extracurricular rosters and reports
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")

The process data reveals that we offer a variety of extracurricular activities for our children in grades 3-12. In grades 3-5, 40 children participated in cheerleading, 16 in football, 33 in basketball and 19 girls in softball. For grades 6-8, 13 children joined cheerleading, 27 participated in football, 29 in basketball, 13 girls in softball, and 21 boys in baseball. In grades 9-12, 14 children were involved in cheerleading, 34 in football, 29 in basketball, 14 girls in softball, and 14 boys in baseball. We also added literary competition for our high school students this year. 5 students competed. Additionally, for our high school students, we provide opportunities to join the Future Farmers of America (FFA) program, with 77 students, approximately 50% of our high school enrollment, actively participating. Of these, 35 students competed in various competitions, conferences, camps, and career/leadership development events.

This data demonstrates that our school is committed to providing a broad range of extracurricular activities, fostering both athletic and leadership skills among students. The high participation rates across different sports and the substantial involvement in the FFA program indicate a well-rounded approach to student development, encouraging engagement and growth beyond the classroom.

Despite our small school enrollment, we offer a variety of non-core academic options. For our K-8 children, we provide a limited selection of connections courses. In grades 3-5, students can take careers, physical education, and keyboarding classes. In grades 6-8, we offer computer science, physical education, and career exploration and awareness courses. Our high school students have access to a wider range of non-core content courses. The CTAE program includes 12 pathways, with the agriculture department offering six: Forest Mechanical Systems, Forestry Management Systems, Horticulture Mechanical Systems, Agriculture Mechanics Systems, and Plant & Landscape Systems. In business education, we offer Entrepreneurship, Business Accounting, and Advanced Accounting. In computer science, we provide Cybersecurity, Game Design, and Web & Digital Design. Additionally, our students can take core college courses and technical courses, such as welding and nursing, through our partnership with Oconee Fall Line Technical College. In the 2024/2025 school year, 52 students participated in dual enrollment, maintaining the trend of about 31% of our high school enrollment. This is an increase of 6%.

This data demonstrates our school's commitment to providing diverse educational opportunities despite our limited size. By offering a broad range of courses, from career exploration in early grades to specialized pathways in high school, we ensure our students are well-prepared for various future endeavors. The consistent participation in dual enrollment highlights our dedication to academic advancement and the provision of college-level coursework, further enriching our students' educational experiences.

We also offer training and information sessions for our parents and staff. Staff members have access to beginning-of-the-year grade-level meetings, monthly faculty meetings, and resources to conduct effective parent-teacher conferences. Parents are provided with opportunities such as Kindergarten Orientation, Open House, Senior Parent Night, PTO meetings, Grandparents' Lunch, parent conferences (all parents scheduled for a conference in October for grades K-8 and additional conferences as needed K-12), Pre-K book reading sessions, FAFSA

	completion events, Middle School Orientation, and High School Orientation. This range of offerings reflects our commitment to fostering strong partnerships between our school, parents, and staff. By providing comprehensive training sessions and diverse informational events, we ensure that our staff are well-equipped to engage effectively with students and parents, while parents have ample opportunities to be involved in their children's educational journey. The structured approach to parent-teacher communication and the variety of orientation and community events underscore our dedication to promoting a supportive and informed school community.
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What achievement data did you use?	The most recent available achievement data were reviewed for the following: ● Acadience Reading and Math ● STAR Early Literacy, Reading and Math ● NWEA MAP Reading and Math ● iReady Reading and Math ● Georgia Milestones EOG ● College and Career Ready Performance Index, as available ● Live Data Portal
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What does your achievement data tell you?	Locally Administered Diagnostic & Formative Assessments Diagnostic and formative data from Acadience, STAR Reading, STAR Math, STAR Early Literacy, NWEA Reading, NWEA Math, and iReady were used to identify areas of need. Acadience Reading K--- 62% at/above grade level BOY 60% at/above grade level EOY 1st grade--- 57% at/above grade level BOY 46% at/above grade level EOY 2nd grade--- 75% at/above grade level BOY 59% at/above grade level EOY 3rd grade--- 58% at/above grade level BOY 52% at/above grade level EOY Acadience Math 1st grade--- 59% at/above grade level BOY 56% at/above grade level EOY 2nd grade--- 55% at/above grade level BOY 59% at/above grade level EOY The data from Acadience Math assessments reveals varying trends in student performance from the beginning of the year (BOY) to the end of the year (EOY) in 1st and 2nd grades. In 2nd grade, 55% of students were at or above grade level at the beginning of the year, increasing to 59% by the end of the year, indicating minimal progress over the academic year. Conversely, in 1st grade, 59% of students were at or above grade level initially, but this percentage decreased to 56% by the end of the year, suggesting a decline in performance over time. This
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data highlights that both 1st and 2nd grade experienced challenges in maintaining or improving their math proficiency levels significantly.

iReady Reading

K--26% met typical growth
20% at/above grade level EOY
1st grade--10% met typical growth
55% at/above grade level EOY
2nd grade--48% met typical growth
55% at/above grade level EOY
3rd grade--65% met typical growth
66% at/above grade level EOY
4th grade--70% met typical growth
67% at/above grade level EOY
5th grade--58% met typical growth
51% at/above grade level EOY

The data from iReady Reading shows that students in upper elementary showed more growth than students in the primary grades. Furthermore, the upper elementary students were more likely to be at or above grade level than were the primary students.

iReady Math

K--43% met typical growth
22% at/above grade level EOY
1st grade--18% met typical growth
64% at/above grade level EOY
2nd grade--50% met typical growth
48% at/above grade level EOY
3rd grade--63% met typical growth
69% at/above grade level EOY
4th grade--55% met typical growth
63% at/above grade level EOY
5th grade--52% met typical growth
48% at/above grade level EOY

Once again, students in the upper elementary grades showed more growth than students in the primary grades.

NWEA Reading

3rd Grade- 41% BOY to 19% EOY on track to be proficient or distinguished on the GMAS; 38% met or exceeded growth norm goals; SPED not tested in reading at BOY to 0% EOY on track to be proficient or distinguished on the GMAS; growth not calculated due to not being tested BOY.

4th Grade- 37% BOY to 50% EOY on track to be proficient or distinguished on the GMAS; 36% met or exceeded growth norm goals; SPED 17% BOY to 17% EOY on track to be proficient or distinguished on the GMAS; SPED 67% met or exceeded growth norm goals

5th Grade- 52% BOY to 48% EOY on track to be proficient or distinguished on the GMAS; 52% met or exceeded growth norm goals; SPED 25% BOY to 50% on track to be proficient or distinguished on the GMAS; SPED 88% met or exceeded growth norm goals Students are not required to write on the MAP test. Students with disabilities (SWD) often face challenges with writing, which could potentially lead to a discrepancy between their projected scores and their actual scores

on the Georgia Milestones Assessment System (GMAS).
 NWEA Math 3rd Grade- 31% BOY to 34% EOY on track to be proficient or distinguished on the GMAS; 57% met or exceeded growth norm goals; SPED 0% BOY to 0% EOY on track to be proficient or distinguished on the GMAS; SPED 100% met or exceeded growth norm goals;
 4th Grade- 32% BOY to 72% EOY on track to be proficient or distinguished on the GMAS; 36% met or exceeded growth norm goals; SPED 0% BOY to 67% EOY on track to be proficient or distinguished on the GMAS; SPED 83% met or exceeded growth norm goals
 5th Grade- 55% BOY to 41% EOY on track to be proficient or distinguished on the GMAS; 41% met or exceeded growth norm goals; SPED 12.5% BOY to 25% on track to be proficient or distinguished on the GMAS; SPED 100% met or exceeded growth norm goals Some 5th grade SPED students were pulled with a SPED teacher.

Georgia Milestones Assessment System (GMAS) End of Grade (EOG) and End of Course (EOC) The preliminary Spring 2025 EOG data show that the percentage of students reading on grade level or above was 60.48% for the district, with the greatest percentage of students reading at or above grade level in grade 5 (75%). In all grades, students with disabilities had a greater propensity to score in the reading below grade level range than their non-disabled peers.

Milestones Assessment System (GMAS) End of Grade (EOG) GMAS ELA

3rd Grade – 28.57% scoring proficient or distinguished; 61% reading at or above grade level; 90% of SWD scored Beginning, 0% scored Developing, 10% at proficient or distinguished

4th Grade – 24.24% scoring proficient or distinguished; (down from 50% in 2024) 36% reading at or above grade level; 33% SWD showed typical or high growth, 78% Gen Ed students showed typical or high growth 41% of SWD scored Beginning, 34% scored Developing, 16% Proficient, 9% Distinguished

5th Grade – 30.3% scoring proficient or distinguished (down from 57.6% in 2024); 75% reading at or above grade level; 71% of SWD showed typical or high growth; 56% of gen ed students showed typical or high growth 50% of SWD scored Beginning, 50% scored Developing

2025 Middle-High School Data Review Locally Administered Diagnostic & Formative Assessments

Diagnostic and formative data from NWEA Reading and Math, and iReady Reading and Math were used to identify areas of need. NWEA Reading, and iReady Reading data reveal:

NWEA MAP Growth Reading Scores Data

Middle School Data

6th Grade- 51% BOY to 30% EOY on track to be proficient or distinguished on the GMAS; 57% met or exceeded growth norm goals

7th Grade- 29% BOY to 22% EOY at grade level; 55% met or exceeded growth norm goals

8th Grade- 40% BOY to 26% EOY at grade level; 43% met or exceeded growth norm goals

High School Data

	9th grade- 62% BOY (Fall) at/above grade level mean RIT; 66% EOY (Spring) at/above grade level mean RIT 10th grade - 42% BOY (Fall) at/above grade level mean RIT; 52% EOY (Spring) at/above grade level mean RIT 11th grade - 43% EOY (Fall) at/above grade level mean RIT; 64% EOY (Spring) at/above grade level mean RIT Summary: Middle school data showed low percentages of students on track to be proficient or distinguished on the GMAS. Approximately half of middle school students met or exceeded growth norm goals. High school data showed an overall improvement of students reading at or above grade level by the end of the year. NWEA MAP Growth Math Scores Data Middle School Data 6th Grade- 47% BOY to 35% EOY on track to be proficient or distinguished on the GMAS; 48% met or exceeded growth norm goals 7th Grade- 36% BOY to 39% EOY at grade level; 66% met or exceeded growth norm goals 8th Grade- 32% BOY to 61% EOY at grade level; 48% met or exceeded growth norm goals High School Data Algebra- 64% EOY of whole group have RIT above 50; Geometry- 34% EOY (Fall) of whole group have RIT above 50; 96% EOY of whole group have RIT above 50 Summary Middle school MAP data showed an overall improvement in students on track to be proficient or distinguished on the GMAS, with significant gains in 8th grade. High school data shows expected trends in achievement based on student course groupings. Milestones Assessment System (GMAS) End of Grade (EOG) and End of Course (EOC) 6th Grade ELA – 46.51% scoring proficient or distinguished (from 35% in 2024); 30% reading below grade level; 70% reading at or above grade level; 44% Typical or High Growth; 85.7% of SWD scored Beginning, 14.29% scored Developing 7th Grade ELA – 38.29% scoring proficient or distinguished (from 27% in 2023); 37% reading below grade level; 63% reading at or above grade level; 59% Typical or High Growth; 66.7% of SWD scored Beginning, 33.3% scored Developing 8th Grade ELA - 30.24% scoring proficient or distinguished (from 29% in 2023); 47% reading below grade level; 53% reading at or above grade level; 58% Typical or High Growth; 60% of SWD scored Beginning, 40% scored Developing 6th Grade Math--44.19% scoring proficient or distinguished 7th Grade Math- 42.55% scoring proficient or distinguished 8th Grade Math--58.14% scoring proficient or distinguished High School EOCs American Literature - 28.89% at proficient or distinguished Biology – 22% at proficient or distinguished US History - 19.35% at proficient or distinguished Algebra- 53.2% at proficient or distinguished
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What demographic data did you use?	The following demographic data were used: ● Student Record ● FTE Reports ● GaDOE School Improvement Dashboard (SLDS) ● US Census Bureau estimates
What does the demographic data tell you?	Total FTE (Full-Time Equivalent) enrollment has remained relatively stable over the years: From 524 in Oct. 2019 to 545 in Oct. 2024. <u>Elementary vs. Middle/High FTE</u> There has been a noticeable shift toward more students in middle/high school in recent years. For example: In Oct. 2022, 203 were in elementary and 334 in middle/high. In Oct. 2024, 240 were in elementary and 305 in middle/high. This trend may reflect smaller incoming elementary cohorts and a bulge in upper grade levels that will need to be monitored for staffing and resource allocation. <u>Students with Disabilities:</u> The number of students with disabilities increased from 69 in October 2019 to 92 in October 2024. This is a 33% increase over five years. This indicates a growing need for special education services, support staff, and specialized instructional materials. <u>Economically Disadvantaged Students</u> The percentage of economically disadvantaged students has fluctuated: Peaked at 61.27% in 2023. Currently at 52.77% in October 2024. Despite slight declines, the data shows that over half of the student population qualifies as economically disadvantaged, indicating: ● Ongoing need for programs that address poverty-related barriers to learning. ● Continued eligibility for Title I funding and other poverty-based support mechanisms. <u>Summary of Key Needs Identified:</u> 1. Special Education Growth: Rising numbers of students with disabilities call for increased staffing and training. 2. Economic Support: Persistent high rates of economic disadvantage support the need for meal programs, counseling, and afterschool supports. 3. Shifting Grade-Level Distribution: Imbalanced numbers between elementary and secondary may impact scheduling, staffing, and space usage.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Benchmark assessments are administered in reading and math. Curriculum maps provide consistent guidance for teachers across grade levels and content areas and are in the process of being updated to ensure students master the content being taught. Professional learning in the areas of literacy and data analysis has been identified. We are a small, rural school system with limited personnel resources. The MTSS process has been revised and data talks are held monthly at each level to identify students who need additional academic or behavioral support or students who need additional rigor provided. Students achievement in literacy has improved, especially in grades in which the curriculum was implemented with fidelity. Leaders need to be more consistent in ensuring implementation with fidelity is occurring across all subject and grade levels. A consistent lesson plan format with clear learning targets and success criteria was put into place this year. The middle school teachers received detailed training from GLRS regarding co-planning. This work needs to be expanded to the elementary and high school. There is still a need for a focus on creating an academically challenging learning environment by increasing teacher capacity for the use of effective research-based instructional strategies, providing descriptive feedback to students in the language of the standards, and teaching students tools to actively monitor their own progress. Finally, all assessments and grading practices should be aligned to the required standards.
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?	District and school level leaders have begun to monitor the implementation of curriculum calendars, vertical alignment, benchmark assessment administration, and professional learning. We can continue to strengthen these trends by providing specific and deliberate professional learning targeted to build leadership capacity throughout the school. Additionally, more professional learning for teachers and leaders is needed regarding the use of highly effective instructional strategies to increase literacy in core academic areas and in using data analysis to drive instruction.

Strengths and Challenges Based on Trends and Patterns

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?	Recruitment and retention continues to be of high importance to ensure all personnel are professionally qualified, certified in-field, and perform at high levels. Careful monitoring by all levels of administrative staff regarding effective leader and teacher performance, student academic progress, and adherence to ethics and standards remain top priorities. State and local assessments indicate that there is a positive trend in student achievement. There is a need for monitoring and evaluating the effect of professional learning on teachers and students and an increase in the communication between administration and staff.
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?	The school works to provide accessibility for students, parents, and community members. The inclusion of all groups helps ensure open communication and the identification of a variety of student and family needs based on observation, data, and levels of performance. Although multiple opportunities are offered for parent engagement and input, attendance is very low even when workshops are presented on multiple dates at varying times. While parents indicate they prefer a face to face workshop, interest and attendance are usually limited. This is due to scheduling, family conflicts, and lack of interest. Parent survey results indicate that parents do feel they have opportunities to provide input and are provided with district and school level documents on family engagement. School-wide parent conferences now occur annually at the end of the first nine week period. A standard procedure has been developed for all teachers to use in K-12. At these conferences, teachers and parents will review the school compact, current achievement data, latest GMAS data, promotion requirements, and individual student glows and grows. Additional parent conferences will be held at the end of each nine week period for at-risk students and as requested by parents for non-risk students. There is a need to develop the capacity of families to support students at home.
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?	To increase achievement levels in all academic areas, the district needs to continue providing extended academic support to the identified students through the Summer Bridge program, after school tutoring, intervention teachers provided throughout the day, summer school, and PBIS. The school will continue Early Intervention Programs, career lessons, and mentoring/tutoring at the elementary school level to ensure all students have access to a supportive learning environment. Teams will disaggregate student achievement data to determine weaknesses in learning and to devise strategies to target areas of need. School and district leadership will work with identified teachers to build capacity and provide professional learning related to literacy and data analysis. There is a need to establish a culture that supports the College and career readiness of students.

Strengths and Challenges Based on Trends and Patterns

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?	In the 2024-2025 school year, the elementary school FRL percentage was 58.4% (a decrease from 64.05% in 2023-2024) and 48.36% in middle/high (a decrease from 58.98% in 2023-2024). 52.77% of students in the district qualified for FRL. Our economically disadvantaged and students with disabilities population groups are the lowest performing subgroups. Through screenings for eligibility, programs are designed to help provide academic support. Additional instructional opportunities are available to GCSS students through the 21st Century after-school program offered in the community. The district, in collaboration with Family Connections and Communities in Schools of Glascock County, promotes and facilitates parental training to enhance their ability to provide academic assistance to their students.
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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?	While analyzing test scores, it is evident that students with disabilities and economically disadvantaged students historically score lower than the all subgroups at Glascock County Schools. Teacher needs are monitored based on how well their students perform and areas where students may score below the norm. Teacher Keys, student benchmark assessments, and anecdotal information collected during walkthroughs are analyzed. Leaders are mentored by district leaders to ensure they clearly understand expectations related to all aspects of the total school program.
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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.

Strengths	The Glascock County School District has not been found disproportionate in discipline or identification of SWD's for the past three years. GCSS uses a systemic progress monitoring and data collection process for IEP goals. The majority of our special education students are in a combination of Co-Taught, Collaborative, supportive instruction, or Small Group classes and participate in assessments with their general education peers. We have a small percentage of the student population participating in the Georgia Alternative Assessment; however, this has seen an increase in the past few years due to student transfers into the county with GAA eligibility.
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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	Glascok County is a small district and it is extremely difficult to offer all of the specialized classes that some of our special education students need in order to meet their goals and objectives. These higher need students such as Emotion/Behavior Disorders are served through our cooperative agreement with SandHills GNETS. Although the district utilizes the full range of services in the least restrictive environment for students, Georgia Milestones assessment data reveal an achievement gap between the SWD subgroup and other subgroups within the district. Based on the 2023 Georgia Milestones EOG assessments, approximately 92% of swd are performing at Beginning Learner or Developing Learning in math compared to 57% of non-swd students performing at Beginning or Developing Learner. The gap is also present based on Reading/ELA EOG assessment as 92% of swd performed at the Beginning or Developing Learner versus 63% of non-swd at this same level. The majority of special education teachers in the district are general education teachers who added special education certification through GACE assessments and have limited training/education in students with disabilities. The special education director serves in other roles within the district and has limited opportunities to more closely monitor and support special education staff. A Special Education Facilitator was added to the staffing this past year to assist with training and mentoring non-traditional or struggling special education staff. The director and facilitator will be more closely monitoring student accommodations and analyzing achievement data during quarterly meetings with special education staff to ensure the students are receiving services and supports necessary to support and strengthen student learning. This effort to support students while working to help them become independent learners will help ensure the opportunity to learn the standards is maximized. Students with disabilities are historically absent from school at a greater rate than other subgroups as well which is a barrier to student achievement. Virtual or learn from home activities have been an extreme challenge for students with disabilities when quarantined.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Glascok County School district is comprised of two schools which are schoolwide Title I schools. The schools use Title I, A funds to purchase supplemental intervention programs, paraprofessionals to reduce class size in primary grades, supplemental reading and math programs, and a summer bridge program for targeted elementary and middle school students in June.
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Challenges	Glascok County is in a rural area. Due to having limited staff members, personnel are often stretched thin and have many responsibilities. Achievement scores dropped drastically in 2021 as a result of COVID-19 shutdowns, virtual/at home learning, and intermittent quarantines of students and staff throughout the year; however, achievement scores from 2022 indicated a return to pre-covid achievement levels in most grade levels and areas. Over the past three years however, there has been limited movement in achievement scores and subgroup performance. Instructional Coaches are needed to provide support to teachers during the school day through modeling strategies, providing resources, etc.
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Title I, Part A - Foster Care

Strengths	Glascok County School System works closely with the local DFCS. GCSS does have a Foster Care transportation plan in place and there is a foster care liaison (counselor) on campus.
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Challenges	Glascok County only has one foster care home within the county to house any Glascok County foster students. If/when students have to be placed in a foster home, they are usually placed out of county. Transportation could become a challenge.
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Title I, Part A - Parent and Family Engagement

Strengths	Support is provided related to parent engagement activities such as parent and staff trainings, annual meetings, and revision meetings. Parent Engagement opportunities are offered such as Literacy training, Math trainings, Read Across America Week, Apply to College Day, Kindergarten Orientation, Middle School Orientation, Financial Aid Sessions, and 9th grade orientation.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	Parent attendance at parent engagement events has historically been low. We have continued to offer virtual sessions since the pandemic; however, there continues to be limited participation in virtual or face to face sessions. The majority of parents commute 30-60 miles to work which makes it difficult for them to attend events. Parent survey results indicate that schedule conflicts and lack of interest in attending parent workshops are the greatest challenges to attending events at the school. Establishing a Parent Engagement Committee would help monitor parent engagement at the school level and provide additional personnel resources in this endeavor.
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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	There are currently no migrant students in Glascock County. Strengths and challenges cannot be identified as there have been no migrant children enrolled for the past three consecutive years in Glascock County schools.
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Challenges	There are currently no migrant students in Glascock County. Strengths and challenges cannot be identified as there have been no migrant children enrolled for the past three consecutive years in Glascock County schools.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are currently no neglected and delinquent students in Glascock County.
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Challenges	There are currently no neglected and delinquent students in Glascock County.
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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 FY25 Title II, Part A funds."

Strengths	Vacancies are advertised on TeachGeorgia and posted on the school website. School climate has been a focus of school administration over the past four years to increase student and staff morale. Professional learning communities have been established and meet throughout the year in literacy, writing, math, and data analysis for teachers, paras, and leaders. In recruiting hard to staff areas, Title II funds have been used to support GACE test administration fees for teachers to become qualified in those areas and to enroll potential candidates in an endorsement program or an alternate certification program such as TAPP to meet professional certification requirements.
Challenges	Glascok County is in a remote area and prospective teachers often opt not to work at GCSS due to long commutes. Glascok County is not able to offer a competitive local supplement for its employees when compared to neighboring school systems due to a lack of local industry and revenues. Glascok County is a remote area approximately 25 miles from our RESA and 50 miles from more populated cities in the area such as Augusta. We struggle to balance job-embedded professional learning with the impact of teacher absences in the classroom. We have had difficulty finding qualified candidates in Special Education and middle grades math. Instructional Coaches are needed in Technology to provide much needed support to teachers during the school day through modeling strategies, providing resources, etc.

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.

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	There is currently one EL or Immigrant student enrolled in Glascock County Schools. The student is given individualized support through an ESOL endorsed teacher and a Rosetta Stone subscription. We currently have four ESOL endorsed teachers on staff.
Challenges	In the future, if the population of EL students grows, a program will have to be developed to serve the needs of ELL students. The rural setting of Glascock County would make it difficult to recruit an ESOL teacher with 'in-field' certification in the varying grade spans unless someone in-house was willing to obtain ESOL certification. Partnerships with neighboring counties may be a possibility in the event that an EL student were to enroll.

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

Strengths	Glascock County is a family oriented community. In prior years, the majority of students who have been identified as homeless were doubling up with family members. Procedures are in place to make sure education is not interrupted and the student has what he or she needs to succeed. In addition, procedures are in place to expedite enrollment for homeless students as well as transportation to school.
Challenges	Glascock County does not have motels or homeless shelters in the county. Transportation could become a challenge if homeless students have to move outside of the county.

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 FY25 Title IV, Part A funds."

Strengths	100% transfer of FY25 Title IV, Part A funds.
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Challenges	100% transfer of FY25 Title IV, Part A funds.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	TKES data indicates that Glascock County has effective educators. All Glascock County teachers are professionally qualified and all core academic teachers are 'in-field' in the area in which they teach. GCSS has very few inexperienced teachers and all inexperienced teachers are partnered with experienced teachers as mentors. During the scheduling process, student placements are monitored to ensure that classes are equitable. There are two teachers per grade level in grades K through 8. In grade level teams, the teachers are content focused in grades 3-8 (ELA/SS and Math/Science in grades 3 through 8). Teachers in grades K-2 teach all content areas. At the high school, there are singleton teachers in all content areas except math and ELA which each have two teachers. The district seeks to hire teachers who meet professional qualifications. Teachers who receive ratings of Needs Development or Ineffective on the summative evaluation are placed on a remediation plan and assigned a mentor teacher.
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Challenges	Due to the rural size of the school system, there are two teachers per grade level in grades K-8 and one teacher per content area in grades 9 through 12, with the exception of ELA and math in the high school. Although TKES data indicates high performance on teacher effectiveness, student achievement data does not reflect student proficiency. When teachers are identified by administration as being in need of additional supports, the principals work with the teacher to create a professional development plan to address the areas of deficiency.
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Title V, Part B - Rural Education

Strengths	N/A
Challenges	N/A

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	To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels improve.
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	
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Overarching Need # 3

Overarching Need	The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.

Root Cause # 1

Root Causes to be Addressed	Lack of consistent implementation of the vertically aligned, systemic instruction process for teaching reading and writing in grades K-5, lack of vertically aligned, systemic instruction process for teaching reading and writing in grades 6-12, and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-12.
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

Additional Responses	The district has developed a comprehensive structured literacy initiative with additional training to be provided by CSRA RESA and GLRS. The district has adopted a vertically aligned ELA curriculum for grades 6-12 that will be implemented in the 2025-2026 year.
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Root Cause # 2

Root Causes to be Addressed	Mastering the regular use of data to inform and adjust instruction for small groups and individual students.
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 # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence
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

Additional Responses	
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Overarching Need - To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels improve.

Root Cause # 1

Root Causes to be Addressed	Limited implementation of rigorous, high-quality professional learning in effective, research-based instructional strategies for math.
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

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-12 and lack of consistent, quality feedback while monitoring.
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

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
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

Additional Responses	
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Overarching Need - The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Lack of differentiated and targeted professional learning opportunities based on a variety of data.
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

Additional Responses	Of high importance is the need to differentiate professional learning instead of grouping large numbers of teachers together to complete the same PL.
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District Improvement Plan 2025 - 2026



Glascok County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Glascock County
Team Lead	April Clark
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

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	To improve Tier 1 instruction and provide appropriate support and intervention to students in ELA with a focus on literacy instruction to ensure student achievement levels improve.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of consistent implementation of the vertically aligned, systemic instruction process for teaching reading and writing in grades K-5, lack of vertically aligned, systemic instruction process for teaching reading and writing in grades 6-12, and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-12.
Root Cause # 2	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence
Root Cause # 3	Mastering the regular use of data to inform and adjust instruction for small groups and individual students.
Goal	At the end of the 2025-26 school year, 80% of students in grades K-12 will reach typical or high growth in reading as measured by local and state assessments.

Equity Gap

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

Equity Gap

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

Action Step # 1

Action Step	Implement and monitor coherent, systemic process for teaching reading and writing using evidence-based programs and differentiated supports across the curriculum.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Professional learning sign-in sheets and training agendas; lesson plan samples
Method for Monitoring Effectiveness	Implementation checklist Formal and informal observations PL sign in sheets and training agendas lesson plan samples
Position/Role Responsible	Principals, Instructional Coaches, Special Ed Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

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 Glascock County School System partners with CSRA RESA and GLRS to provide expertise and assist with monitoring. Program specific training is provided through these partnerships or through outside specialists.
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Action Step # 2

Action Step	Strategically schedule paraprofessionals in key grade levels to ensure access to small group instruction for content literacy.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedules with task and expectations
Method for Monitoring Effectiveness	Paraprofessional observations local and state assessment data
Position/Role Responsible	Principals, Instructional Coaches, Special Ed Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 2

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)?	CSRA RESA and East GA GLRS supports the district by providing professional learning for reading in grades K-12 and paraprofessional specific trainings.
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Action Step # 3

Action Step	Implementation of Tier II and Tier III ELA/reading interventions (iReady, Orton-Gillingham, SIPPS)
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Intervention plans
Method for Monitoring Effectiveness	Progress monitoring data state and local assessment results
Position/Role Responsible	MTSS Coordinator; Special Ed Facilitator; Instructional Coach
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)?	The Glascock County School System partners with CSRA RESA and GLRS to provide expertise and assist with monitoring. Program specific training is provided through these partnerships or through outside specialists.
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Action Step # 4

Action Step	Support and training through coaches and lead instructional teachers to support rigorous ELA core programs for grades K-12 and how to use assessments to identify areas of student weaknesses and grade level weaknesses and monitor progress in order to guide instruction and provide individual interventions.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets; agendas/presentations
Method for Monitoring Effectiveness	Classroom observations state and local assessment data
Position/Role Responsible	Instructional Coach; MTSS Coordinator; Special Ed Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

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)?	Training from the new 6-12 ELA curriculum, CommonLit 360; training from the new intervention program, SIPPS; continued training from iReady
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Action Step # 5

Action Step	Provide academic tutoring/instructional support beyond the regular school day and/or year (before/after school tutoring, summer bridge) for students in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Attendance data Time participated in instructional support
Method for Monitoring Effectiveness	Progress monitoring data state and local assessment data
Position/Role Responsible	MTSS Coordinator; Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 5

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 Glascock County School System partners with Family Connection and Communities in Schools of Glascock County, Inc. to provide afterschool opportunities to our students. Many of our teachers and paraprofessionals work in the afterschool program and are able to provide continued support to struggling students. The Summer Bridge program operates for four hours a day and students who attend are also enrolled in the FCCIS summer program to receive additional supplemental instruction in the afternoon.
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Action Step # 6

Action Step	Provide District-level Literacy Coaches and literacy paraprofessionals to support literacy instruction at GC Elementary and GC Middle/High School through PLCs, coaching, and modeling.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets; agendas/presentation materials
Method for Monitoring Effectiveness	Classroom observations Teacher surveys state and local assessment data
Position/Role Responsible	Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Action Step # 6

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)?	Partnership with CSRA RESA and area colleges/universities to provide endorsement training as needed.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve Tier 1 instruction and provide appropriate support and intervention to students in math to ensure student achievement levels improve.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Limited implementation of rigorous, high-quality professional learning in effective, research-based instructional strategies for math.
Root Cause # 2	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-12 and lack of consistent, quality feedback while monitoring.
Root Cause # 3	Mastering the regular use of data to inform and adjust instruction for small groups and individual students
Goal	At the end of the 2025-26 school year, 80% of students in grades K-12 will reach typical or high growth in math as measured by local and state assessments.

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
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	Train staff in systemic, structured process for explicitly teaching mathematics using evidence-based programs among other instructional support materials and differentiated supports and activities.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PL sign in sheets; training agendas lesson plan samples
Method for Monitoring Effectiveness	Classroom observations state and local assessment data
Position/Role Responsible	Principals; Instructional Coaches; Federal Programs Director
Evidence Based Indicator	Promising

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)?	CSRA RESA supports the district by providing math specialists who provide professional learning for math in grades K-12.
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Action Step # 2

Action Step	Strategically schedule instructional paraprofessionals in key grade levels to ensure access to small group instruction in mathematics
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Master schedules Para schedule with task and expectations
Method for Monitoring Effectiveness	Paraprofessional observations progress monitoring data local and state assessment data
Position/Role Responsible	Principals; Instructional Coaches; Special Education Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	Implement Tier II and Tier III math interventions with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student activity logs software reports staff sign in sheets
Method for Monitoring Effectiveness	Progress monitoring data local and state assessment data
Position/Role Responsible	MTSS Coordinator; Special Education Facilitator
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)?

Action Step # 4

Action Step	Provide academic tutoring/instructional support beyond the regular school day and/or year (before/after school tutoring, summer bridge) for students in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student activity logs software reports staff sign in sheets
Method for Monitoring Effectiveness	Progress monitoring data local and state assessment data
Position/Role Responsible	MTSS Coordinator and Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The continued development of differentiated, relevant and organized professional learning (PLC) for teachers, paraprofessionals, and leaders.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of differentiated and targeted professional learning opportunities based on a variety of data.
Goal	By the end of the 2025-2026 school year, 100% of Glascock County certified staff (including teachers, paraprofessionals, and administrators) will have relevant and differentiated expectations and goals aimed at enhancing professional development and the effective implementation of Professional Learning Communities (PLCs).

Action Step # 1

Action Step	Provide professional development and training for teachers, paraprofessionals, and administrators in ELA/Reading and Math through coaches, lead instructional teachers, and PLCs focused on math and literacy instruction, best practices in content focused instructional strategies, and ELA vertical alignment in grades 6-12.
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign in sheets Agendas/presentation materials Digital PL folders/products
Method for Monitoring Effectiveness	Classroom observations Staff surveys
Position/Role Responsible	Principals; Instructional Coach; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 1

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)?	Glascock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; partnership with CommonLit 360 and SIPPS for training on the implementation of these new programs.
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Action Step # 2

Action Step	Provide new teacher induction training as well as year-long mentoring for new teachers.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mentor logs Sign in sheets agendas/presentations
Method for Monitoring Effectiveness	Classroom observations teacher surveys TKES observations
Position/Role Responsible	Mentors; Instructional Coaches; Principals; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with CSRA RESA to provide TAPP mentor training.
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Action Step # 3

Action Step	Provide PLC opportunities and job-embedded professional learning for school-level and district-level administrators to continue to grow as leaders.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agenda Training materials
Method for Monitoring Effectiveness	Observation data LKES ratings
Position/Role Responsible	Superintendent; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; P-20 Collaborative
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Action Step # 4

Action Step	Provide opportunities for teachers and paraprofessionals to expand their certification/endorsement for teaching other concentration areas through the GACE, TAPP, college courses, or endorsements with an emphasis in computer science and special education.
Funding Sources	Title I, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Record of enrollment in endorsement programs Record of certificate add-on fields or upgrades
Method for Monitoring Effectiveness	Recruitment and retention data
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 4

Timeline for Implementation	Yearly
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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)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Local colleges and universities to assist teachers with obtaining advanced degrees/endorsements.
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Our LEA's Leadership Team actively gathers insights from teachers, principals, assistant principals, paraprofessionals, and community partners through annual spring surveys, comment cards, and meetings. These inputs, alongside process data, demographic reports, and student achievement results, are meticulously compiled and analyzed by team members and school administrators during leadership meetings, with ongoing monthly monitoring. An annual spring input meeting also provides a platform for stakeholders to contribute to the design of federal programs. Following data review, root causes are pinpointed and improvement plans are developed, aligning closely with the district's multi-year Strategic Plan. These plans include targeted activities aimed at enhancing student achievement in literacy and mathematics, as well as initiatives to train effective teachers and leaders. Coordinated use of federal and state funds supports these efforts; Title I, Part A and Title I, 1003A funds, for instance, will fund instructional paraprofessionals in reading and math at critical levels. State-provided professional learning, supplemented by Title I-A funds, supports teacher induction, mentoring programs, and professional development in reading, writing, and STEAM education. It's noteworthy that our district does not encompass any charter or private schools within its geographic boundaries.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	During the scheduling process, student placements are carefully monitored to ensure equitable class distribution. In grades K through 5 and grade 8, each grade level is staffed with two teachers. Grades K-2 feature self-contained classrooms where each teacher covers all subjects. For grades 3-5 and 8, two teachers per grade level focus on specific content areas (ELA/Social Studies and Math/Science). Grades 6 and 7 are supported by four teachers who each specialize in teaching one content area across both grades. At the high school level, all core academic subjects are taught by individual teachers, except for ELA and Math, which have two teachers each. TKES data indicates that Glascock County maintains a roster of effective educators. Quarterly monitoring of local benchmark data ensures continuous student progress in math and ELA. Teachers receiving ratings of Needs Development or Ineffective on their summative evaluations are placed on remediation plans and paired with mentor teachers. All Glascock County teachers meet professional qualifications, with core academic
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Serving Low Income and Minority Children

	teachers being 'in-field' specialists in their subject areas. The district prioritizes hiring teachers who exemplify professional standards. Teachers with fewer than three years of experience are partnered with mentor teachers to support their professional growth.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	The district uses student achievement data, TKES observations, staff perception surveys, and GaPSC Professional Learning Plans/Goals to ascertain teacher and student needs when revising its district and school Professional Learning Plans annually. Gaps between subgroups are identified, as are decreases in content-area achievement. TKES data are examined to identify the three lowest-rated TAPS standards, and professional learning on related strategies is included in the Professional Learning Plan. Personalized professional learning opportunities are offered in response to staff perception surveys and GaPSC Professional Learning Plans/Goals. Professional development is sustained, ongoing, and job-embedded through the use of Professional Learning Communities during common planning times and after school sessions at each school. The district will provide a PLC protocol for analyzing data, examining student work, and planning instruction and will train teacher-leaders to facilitate the job-embedded PLC. Time for professional learning is built into the work day through common grade-level planning during or after school. Leadership is disseminated among staff who serve in capacities such as instructional coaches, lead teachers, and mini-conference session presenters. Teacher-leaders and instructional coaches redeliver training and serve as peer mentors during implementation of system initiatives. The district is moving toward evidence-based professional learning as defined by ESSA. Schools are required to provide research that meets the ESSA definition to support school-level activities. At the district level, the Federal Programs Director searches the Evidence for ESSA, Best Evidence Encyclopedia, and What Works Clearinghouse sites for evidence-based interventions and professional learning that meets the ESSA definition. Research is evaluated by the Federal Programs Director prior to the implementation of the intervention or professional learning activity. Student achievement measures as reported by subgroup and aggregate results on the GMAS and GKIDS will be used to determine whether district and school efforts are resulting in improvements in teaching and learning outcomes. These data will be further triangulated with TKES summative assessment proficiency rates, perception surveys, and CCRPI results. All principals are evaluated using the Leader Keys Effectiveness System (LKES). Data from the LKES evaluations indicate the standards on which leaders' performed best and those that need Improvement. The Teacher Keys Effectiveness System (TKES) is used to evaluate teachers within the district. Data from the observation and
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Professional Growth Systems

	documentation indicate the standards on which teachers' performed the best and those are needing improvement. Performance goals and objectives are required for teachers whose annual evaluation from the previous year were Ineffective or Needs Development. Those plans and activity effectiveness are monitored by the teacher's assigned evaluator. All teachers identify professional learning goals.
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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

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]	Glascok County School System is a Charter System and waives certification for all teachers allowed by Georgia State Board Rules and requires a clearance certificate.
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PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Those not holding a Georgia Professional Standards Commission (PSC)-issued certificate may be eligible for employment as teachers in the Glascok County School System if they meet the following credentials: • Hold a PSC-issued Clearance Certificate AND 1. Bachelor's degree in the subject area assigned from an accredited institution of higher education; OR 2. Coursework in the subject area assigned (21 semester/35 quarter hours in subject specific courses) from an accredited institution of higher education; OR 3. A passing score on the GACE Content Area Test in the subject area assigned; OR 4. Six months work and employment experience in the field may count towards professional qualifications for CTAE Trade and Skill courses in grades 9-12. All paraprofessionals must hold a Paraprofessional License and Clearance Certificate issued by the Georgia Professional Standards Commission.
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State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Glascocock County Middle/High School is currently identified as an ATSI school due to performance of the swd subgroup. To support the school, each school in the district is required to develop a School Improvement Plan (or Title I Schoolwide Plan) detailing prioritized academic needs and SMART goals aligned with the results of the Comprehensive Needs Assessment process and the District Strategic Plan. In addition, the plan must include the evidence-based interventions and professional learning activities, submitted in the spring, to support the measurable goals and prioritized needs. Each spring, all stakeholders are invited to review the plans and provide feedback at an annual input meeting. Stakeholders are notified in multiple ways, including via school marquees, the district calendar, websites, social media, flyers, newsletters, and/or the phone, text, and email messaging system. These plans are submitted to the district and then approved if appropriate or returned to the school for revision if needed. Throughout the year, the Federal Programs Director and Special Education Director, will provide ongoing technical assistance to ensure compliance with program requirements as well as monitoring of the plan's initiatives. Allocation of funds from the district to its schools is based on these prioritized needs as well as student enrollments, achievement data, new employees, and new courses or career pathways. Federal programs budgeting decisions are made based on data which includes the level of student need, the gravity of need for improvement, and program guidelines. Title I-A funds are prioritized to the schools based on needs identified in the Equity Plan as well as other needs found in the Comprehensive Needs Assessment. Upon approval, the plan will be shared with all stakeholders via the school website or main office. The Federal Programs Director will provide technical assistance with monitoring the plan's implementation and evaluating its effectiveness to improve the performance of the consistently under-performing sub-group (ATSI schools) or the school as a whole and its comparable eligible institutions (CSI schools).
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate,	The district will collaborate with schools annually to conduct a review of current practices regarding integration of career and technical education content at various grade levels. The Federal Programs director and CTAE director, using feedback from the CTAE Advisory Council will facilitate the discussion of appropriate career awareness, development, or pathway completion activities within each grade span. A sampling of academic units and lesson plans will be used to determine the extent to which career and technical education skills are integrated in academics. During curriculum planning sessions, the district, in concert with its schools, will align, to the extent practical, CTAE and academic content. Strategies to address technical skill attainment include close reading of informational texts, labs,
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CTAE Coordination

academic credit.	project-based learning, practicums, job shadowing, and work-based learning. Skill attainment is assessed using EOPA and formative measures. In grades K-5, career awareness will be incorporated into the regular school day and will be augmented by career-related activities such as Market Day and guest speakers as appropriate. Such lessons will include activities and discussion that address general employability skills, which will be modeled through schoolwide PBIS and classroom expectations. Middle grades students will complete a minimum of two career interest inventories and an Individualized Graduation Plan (IGP) selecting a career, fine arts, or advanced academic pathway prior to the end of eighth grade. During high school, the counselor and/or student's advisor will facilitate its review and update on an annual basis. The middle school elective offerings include courses related to career exploration and computer science. WBL opportunities include the Youth Apprenticeship Program as well as practicums and lab experiences for students enrolled in the Education and Healthcare Science clusters. In addition to these endeavors offered to all students, SWD are provided job coaching opportunities and may also participate in the High School High Tech Program and Workforce Investment Opportunity Act grant for additional training. Courses to complete the following pathways are currently offered or are planned: Business Accounting, Cybersecurity, Web and Digital Design, Game Design, Forest Mechanical Systems, Forestry Management Systems, Horticulture Mechanical Systems, Horticulture and Forest Science, Agriculture Mechanics Systems, and Plant Mechanical Systems. Partnerships with Warren County College and Career Academy and OFTC allow for additional opportunities for high school students in the areas of Certified Nurse Aid, Early Childhood, and Welding.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Glascok County Schools are PBIS schools and have incorporated positive behavioral interventions and supports within school codes of conduct. Teaching of school appropriate behaviors is incorporated in the school day. This is our second year implementing Leader in Me in grades K-8. Each day homeroom teachers in K-8 facilitate a 15 minute character ed mini lesson/discussion. For the upcoming school year, there will be one elective Leader In Me course at the high school level. District practice and procedures are set forth to ensure student time in class is maximized to the fullest extent without interruption. If there is a need for students to be removed from the classroom, work and student support are provided to ensure students do not lose the opportunity to master the Georgia Standards. Student discipline data are reviewed monthly during the school leadership meetings to identify potential disparities between subgroups and high frequency incidents. District and school leaders are making modifications to discipline procedures
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	and will present to teachers during pre-planning in an effort to reduce student removal from the classroom. Partnership with APEX to provide on site mental health counseling for referred students. MTSS includes and requires the implementation of research based intervention, Check In/Check Out, for students with behavioral concerns. Annual PL on de-escalation techniques for administration and staff working with at-risk populations.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	The transition from middle to high school begins in grade 6. Through the ACE/Honors program, students are able to accelerate in multiple areas, allowing eighth graders to earn high school credit in English language arts and science courses. To facilitate further the transition from middle to high school, rising ninth graders receive an overview of academic and CTAE courses offered in grades 9-12 at a parent information session prior to pre-registration each spring. In advance of the system Open House, a freshman orientation is held for students and parents. The Leadership Team has recognized a need to provide potential breakout sessions during this orientation to provide additional information on the CTAE pathway options available to high school students. The counselor works with the high school teachers to coordinate post-secondary visits (two per year for seniors, one per year for juniors). The counselor and FCCIS coordinates a career/college fair once every four years to allow students opportunity to discuss potential post-secondary and career options with current members. The counselor coordinates with Ga Student Finance Commission to host parent workshops to assist with submission of financial aid. Counselor and staff work with students throughout the year to assist with GaFutures submissions and explore 3 career/colleges using GCIS throughout high school career during student advisement sessions with high school teachers and/or guidance counselor. The school counselor assists students in registering for the SAT or ACT, applying to post-secondary institutions, completing the Federal Application for Student Aid (FAFSA), seeking scholarships, and obtaining letters of recommendation. GC Middle/High School requires seniors to complete Capstone projects in semester long career-related projects of interest. We have a partnership with local post-secondary institutes (OFTC) and Warren County College and Career Academy to allow Glascock County students to attend dual enrollment opportunities at the Warren County College and Career Academy. The Counselor provides dual enrollment information annually to students and parents beginning in middle school. Students and parents electing to participate in dual enrollment opportunities are walked through the process by the counselor's office. Beginning in the 8th grade, a Transition Plan is written as part of each swd's IEP which addresses the student's post-secondary goals, needs, preferences, and yearly activities to reach those goals. Transition plans are developed using transition surveys, student interviews, parent/student questionnaires. Students are referred to agencies who may assist with their post-secondary goals such as Vocational Rehabilitation and participate in tours of industry. We have established a partnership with High School High Tech which has enabled students to participate in a 3-day certification training where they obtain three
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Middle and High School Transition Plans

	different OSHA workforce certifications. Case managers or the Special Education Director assist students in contacting the department at each post-secondary school that handles disability services in order to help students and parents understand what services will be available and what they will need to provide to the school to receive those services. A Summary of Performance is completed for all students with an IEP upon graduation which outlines their strengths, weaknesses, goals, and provides contact information of agencies which may be beneficial to them upon graduation. A copy of all current special education paperwork is also provided to them to provide to post-secondary schools. The Georgia Department of Labor's Vocational Rehabilitation Division sponsors the High School High Tech Program and attends IEP meetings to provide input on the transition plan for post-secondary opportunities for SWD. All students may also participate in the Dual Enrollment Program, taking courses on-line or in a traditional format with higher education institutions. Dual enrollment, facilitated by the school counselor, is growing, and a number of students earn credentials from the local technical college while also completing high school requirements.
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Head Start, BFTS preschool programs, private childcare centers with special needs Pre-K students, and the Glascock County School System work together in serving students jointly. Head Start and pre-school students with special needs are served within consultative, co-teaching, or resource models as appropriate in the home environment, at Head Start, in the LEA's special needs preschool program for three-year-olds, or within the system's Pre-K classes at the local elementary schools. Determination of services is made by a multi-disciplinary committee after eligibility is established. Prior to the transition into the public school system, a parent meeting is held to ensure that an appropriate environment and services will be provided immediately upon enrollment. System Pre-K teachers also initiate referrals for additional screening for students in need of MTSS, EL, migrant, homeless, or speech services. Local Pre-K providers allow academic assessments to be administered to all students every spring with the results being used to assist with a smooth transition into the kindergarten setting. Results of this Kindergarten Readiness Assessment are reported to providers and parents, while the local elementary school uses this information to determine each student's initial learning needs. Each spring, local Pre-K providers and the Head Start program are invited to tour the elementary school prior to registration.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	There are no Title I targeted assistance schools in the district.
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Title I, Part A – Educational Programs

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.	The instructional programs at all schools are based on the Georgia Standards of Excellence (ELA, science, social studies)/Georgia's K-12 Mathematics Standards. Multiple assessments, including formative measures, are used to monitor student progress and to plan for differentiated instruction. Guided reading instruction takes place in small groups in grades K-5 to ensure students' needs are met, and have achievement periods built into the school day for remediation and acceleration of academic skills. Computer software augments direct instruction; Accelerated Reader, iReady and SIPPS are used to provide interventions and individualized practice. Early Intervention Program (EIP) and Remedial Education Program (REP) teachers conduct additional small group instruction to provide assistance for at-risk students, while gifted and special education services encompass a myriad of models. Dual enrollment, Advanced Placement, advanced content, and Career, Technical, and Agricultural Education (CTAE) courses allow students to explore a variety of interests while completing their Individual Graduation Plans. The academic curriculum is augmented by fine arts, technology, CTAE, foreign language, health and physical education courses. The LEA has two Title I school-wide programs. The school-wide plans are revised each school year with stakeholder representatives. The Title I director monitors progress using a checklist disseminated at the beginning of the school year, while providing technical assistance on compliance matters during monthly principals' meetings. The home-school compact, school-wide plan, and Parent and Family Engagement Policy are developed in conjunction with parents. Parents are invited to conferences to discuss their children's progress, and teachers share materials to enable families to assist children with academic needs at home. The school-wide programs include the use of instructional paraprofessionals in grades K-8 ensure that the teacher-student ratio is lowered, enabling each student to access small group reading and math instruction daily. Title I funds also supplement technology, software, supplies, books, and evidence-based interventions that extend those provided in regular education, special education, and EIP/REP settings. Professional learning funds are also provided for school-based needs outlined in
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Title I, Part A – Educational Programs

	Title I School-wide Plans. District set-asides are used for system-wide initiatives such as supplemental after school tutoring or summer remediation/acceleration. Annually, program effectiveness is evaluated with stakeholder surveys and student achievement data. There are no institutions for neglected or delinquent children located within the LEA.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Glascok County schools use the Title I, Part C Parent Occupational Survey provided in multiple languages by the Georgia Department of Education Migrant Education Program (GaDOE MEP) Region 1 office to identify potential migrant students. The survey, presented in a family's native language, is completed annually as part of new student registration. Surveys completed as part of the registration packet are returned to the school, where registrars are trained to forward to the Title I director any surveys that align with the guidelines outlined on the bottom of the form. These are faxed to the MEP Region 1 office for further review. Additionally, the system receives notice each month via the MyGaDOE portal of any newly identified MEP pupils or out-of-school youth (OSY). The Glascok County School System has procedures in place to provide a timely transfer of school records, including immunization and other health records, for all students including migratory pupils. The process begins as soon as a parent/guardian provides the school with a formal signed release of records, consent for request of records, or by request from the receiving school. When a student is transferring out of the district, records are faxed promptly to the school making the request. Likewise, when a student transfers into the Glascok County School System, a formal consent to request records is signed by the parent and faxed to the previous school. The school counselor, registrar, and administrators are charged with following up on the request for academic and health records to ensure a timely transfer. The Glascok County School System also has a process in place for translation and evaluation of transcripts of international students. Foreign language teachers and other personnel have assisted with translations as needed. Furthermore, the MEP Consortium at ABAC assists with the facilitation of records transfers as needed. The LEA will utilize the Migrant Student Information Exchange (MSIX) system to coordinate academic and health services for migrant pupils. For each new and departing migrant pupil, the system Title I director will check the MSIX for enrollment, academic placement and credits, and health/immunization records, sharing this information with the applicable school to ensure the appropriate academic placement and support services are provided.
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Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	There are no migrant students in Glascock County at this time. In the event of enrollment, the district will coordinate with the MEP Consortium at ABAC to provide supplemental services to eligible migrant students and youth in the district. The records of migrant students will be reviewed and teachers will assess the needs of the students and request tutorial support if needed. Academic progress of these students will be constantly monitored and grade reports will be submitted to the Title I Director at the end of each grading period. A family profile will be administered upon student enrollment and will be used to help identify academic, social, health, and nutritional needs for the family.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity	Glascocock County has partnered with Vocational Rehabilitation and the High School High Tech Program to provide students opportunities to participate in post-secondary transition activities such as industry certifications, industry tours, post-secondary tours, and job fairs. The high school special education teacher is the contact person for Voc Rehab and HSHT and coordinates activities for students. She provides all high school students with disabilities information on the programs and services offered during Open House each year and obtains all necessary signatures for referral/participation. This is an ongoing referral process and she continues to reach out to the families of students on her caseload throughout the year to encourage participation in these transitory activities. At the conclusion of the 2024-2025 school year, there were 11 high school students participating in the High Schools High Tech and Voc Rehab program. The guidance counselor at the high school level supports and closely monitors at-risk students, including those with disabilities. Special education teachers provide support for teachers in K-12 and assist with differentiation of instructional strategies to increase achievement in the general education setting for SWDs. The special education director and counselor work together in scheduling and graduation tracking for all students including SWDs. Instructional support/extension and study skills classes are available to all K-12 students to provide intervention, remediation, acceleration, study skills, or unit/credit recovery. Credit recovery is available for all students through Georgia Virtual Credit Recovery or Edgenuity online credit recovery curriculum. The guidance counselor also serves as the Youth Apprenticeship/WBL Coordinator. All students interested in work-based learning opportunities work with the guidance counselor to determine if the student qualifies for a WBL placement. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; on-the-job training; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. All students including SWDs are provided information for dual enrollment through the guidance department. The guidance counselor works with all students to register for and schedule any required entry exams for dual enrollment classes. The IEP committee addresses scheduling and student supports for SWDs who express interest and are eligible for dual enrollment. Student supports documented in the student's IEP are shared with the dual enrollment teacher and
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IDEA Performance Goals:

	monitored by the special education case manager and special education director each semester. Special education teachers will participate in professional learning for this year in collaboration with East GA GLRS on developing the Transition Plan and Summary of Performance in order to support students with graduation and post-secondary outcomes. Special education and general education teachers at all schools will also participate in professional learning focused on co-teaching models and school and district leaders will monitor implementation and collaborative planning. The Special Education Director holds two General Supervision training sessions either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and paraprofessionals are required to attend. Surveys are collected following each session and IEPs are reviewed by the Special Ed Facilitator and/or Special Ed Director to determine if additional technical assistance is necessary. Monthly observations by school and system administrators are also utilized to determine the need for additional technical assistance support or professional learning. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs at the middle and high school level by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams.
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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	Glascock County School District conducts ongoing Child Find activities so that all children with suspected disabilities, including those who are homeless, are wards of the State, or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. Publication of child find activities is on the Glascock County School District website. Additionally, information is published and distributed annually to local daycare facilities, health department, churches, Head Start program, etc. Information is also available at each school. The Special Education Director participates in the Pre-K Parent Orientation and provides parents with information regarding Child Find screening activities which take place for all students enrolled in Pre-K and HeadStart in October and who parents should contact if they suspect their child has a disability. The Glascock County School District participates in Child Find activities by working with Babies Can't Wait (BCW), the Health Department, daycare providers, local churches, physicians and families. Referrals from BCW are processed through a transition meeting with the preschool caseload manager 90 days prior to the child's third birthday. Referrals from other sources are processed
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IDEA Performance Goals:

conducted by the LEAParent trainings	using the required 60/90 day timeline for determining eligibility. Referrals for students who are not enrolled in the Glascock County School System are processed through the Special Education office. BabiesCan't Wait Referrals 1. Babies Can't Wait coordinator contacts the Special Education Director at least 90 days prior to the child's third birthday. 3. A meeting is held with the BCW coordinator, parent, Special Education Director, and the preschool caseload manager to review information from BCW. 4. If additional information is necessary to determine eligibility for special education and related services according to Georgia Department of Education Rules and Regulations for Special Education, consent for evaluation is obtained from the parent/guardian and the child is scheduled for an evaluation by the evaluation team (may include the following: school psychologist, special education teacher, speech/language pathologist, and other related service providers, as needed). 5. Once all information/data is gathered, an eligibility meeting is held prior to the child's third birthday to determine eligibility for special education and related services and to develop an IEP as appropriate. /ol 1. The Special Education Director is the point of contact for the person making the referral. 3. The Director will schedule a meeting with parent/guardian to discuss concerns. 4. A Family Health Questionnaire and Pre-K Special Needs Referral
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IDEA Performance Goals:

	form is provided to the parent/guardian. 5. Consent to screen is obtained from parent/guardian. 6. Hearing/vision screening is completed as well as a Developmental Screener. 7. A follow-up meeting is scheduled within two to four weeks to review the screening results and obtain information from the parent/guardian regarding the success of strategies used at home. 8. Based on screening results a referral is made for a full evaluation. 9. Consent to evaluate is obtained. 10. The child is scheduled for an evaluation by the evaluation team (pre-school teacher, speech/language pathologist, and other related service providers as needed). 11. An eligibility meeting is held within 60 calendar days or by the child's third birthday, if before 60 days, to determine eligibility and to develop an IEP as appropriate./ul 1.li data-leveltext="%1." data-font="Times New Roman" data-listid="3" data-list-defn-props="{ '335552541':0, '335559684':-1, '335559685':720, '335559991':360, '469769242':[65533,0], '469777803':left, '469777804':%1., '469777815':multilevel}" aria-setsize="-1" data-aria-posinset="10" data-aria-level="1" role="listitem" Glascocock County has one special education teacher assigned to work with students aged 3 through 5. The special education teacher, SLP, and OT provide services in HeadStart, homes, and Pre-K classrooms. These services may include direct and related services from the special education teacher, SLP, OT, and any other service provider necessary as identified in the IEP. Professional learning on GELDS will be provided through Bright from the Start for both general education and special education teachers. Professional learning will continue through a book study focused on pro-social behavior in early childhood (The Zones of Regulation). This professional learning targets outcomes and transitions of preschool students through coaching, observation, and feedback. The special education teacher will utilize Skillstreaming activities in the Pre-K and Headstart classrooms to address pro-social behaviors with SWDs. East GLRS will provide support for staff on FBAs/BIPs and ABA techniques that can be implemented in the classroom. The Special Education Director and Elementary Principal conduct monthly observations of the Pre-K Special Education staff to determine the need for technical assistance or additional professional learning.
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IDEA Performance Goals:

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	The Special Education Director utilizes a professional learning calendar to ensure that each special education teacher attends an annual training on IEP and Eligibility procedures, FAPE, LRE, service delivery models, accommodations, and data driven IEPs. These topics are covered during two General Supervision training sessions, either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and paraprofessionals are required to attend. Special education teachers attend targeted professional development on IEP/eligibility procedures and instructional practices through East GLRS as identified through observations and record reviews. The Special Education Director and school administrators will attend LEA training offered through East GA GLRS for MDR. The Special Education Director, school principal, or Special Education Facilitator attends all IEP meetings as the designated LEA Rep. The LEA Rep. facilitates the IEP meeting and ensures the team arrives at a consensus when making LRE decisions. The Glascock County School District ensures that students receive a Free Appropriate Public Education (FAPE), in the least restrictive environment, as determined by the student's IEP committee. Considerations for LRE takes place during IEP meetings and is decided by the IEP team using the placement continuum to determine the most appropriate setting for the student. Placement Continuum: • Document the student's current level of academic and functional performance. • Develop goals/objectives based on student's current functioning levels (academic, behavior, emotional, communication/language/pragmatic language, motor, sensory) to address the student's learning needs. • Determine which goals/objective can be taught in the general education settings, considering:ul • Age-appropriate and content appropriate settings available • Modifications to activities, materials, instructions and/or environments necessary • Personnel support for the student, teacher, and/or class For those goals/objectives which cannot be met in a general education setting, determine which special education goal/objective will be taught.Determine settings or activities to provide additional opportunities for interaction with non-disabled peers.Determine a method to evaluate the appropriateness of the LRE decision through ongoing assessment of student learning. Glascock County Schools offer a full continuum of services to include:
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IDEA Performance Goals:

	●ul ● General education setting with no support ● General education setting with supportul ● Consultative Model ● Collaborative Model ● Co-Teaching Model ● Supportive Instruction Model Special Education Setting● Small Group or Individual Services ● Separate School ● Home Instruction ● Hospital/Homebound (short term or intermittent) ● Residential Services Glascok County Schools utilize GoIEP so all general education teachers have access to student's IEP from the SLDS platform. The special education case manager is also required to review accommodations/modifications with each member of the student's team and is responsible for ensuring the IEP is followed as required and that school administrators are notified when there are concerns. The IEP development process is monitored using a system of checks and balances. ●ul ● The GoIEP Dashboard is used by the Special Education Facilitator and Special Education Director to monitor that annual meetings, re-evaluation reviews, and IEPs are developed and implemented before they expire. ● Once the IEP meeting has been held and the IEP is written with any revisions noted at the IEP meeting, the case manager submits it to the Special Education Facilitator for review. There is a 3-day turnaround timeline for this process. ● A peer review form is completed by the special education facilitator. At this point it is either forwarded to the Special Education Director because there were no revisions to make or given back to the case manager for revisions and resubmitted for review. Once it has been cleared by the Facilitator, the complete IEP packet (IEP, progress monitoring data, review sheet) is submitted to the Special Education Director. There is a 3-day turnaround timeline for this process. ● The Special Education Director will give the final approval and the IEP may be finalized and a final copy sent home to the parent.
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IDEA Performance Goals:

	At the monthly special education PLC meetings, the Special Education Director or Facilitator will choose 1 to 2 IEPs for review as a case study to conduct a compliance and FAPE review. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams. The special education department provides specialized instruction to SWDs using S.P.I.R.E., iReady Reading and Math, Orton-Gillingham, and The Zones of Regulation. Teachers receive training in implementation of these programs through GLRS, special education staff, or outside consultants. Data from these interventions is used to drive instruction and monitor student progress of IEP goals.
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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	Written policies and procedures are developed to ensure appropriate general supervision is aligned with state and federal rules and regulations. Special education teachers will facilitate special education programs to meet the unique learning needs of SWD. We will continue to revise SST/MTSS policies and procedures to ensure compliance with the state SST rule. High quality, sustained professional learning with monitoring will occur throughout the school year to confirm appropriate practices are in place. A system-level team will review all referrals for evaluation and special education consideration from the SST/MTSS process to verify that schools have implemented evidence-based interventions with fidelity before evaluating a child to determine if the student has a disability. Professional learning and technical assistance will be ongoing as outlined in the General Supervision Manual. Glascok County School System utilizes a professional learning calendar to ensure that special education teachers and school administrators have been trained on the general supervision manual. A Special Education Facilitator has been hired to assist the director with monitoring IEP paperwork for compliance with state and federal laws and regulations. Whenever non-compliance occurs, technical assistance from the Special Education Department will be provided; however, the individual teacher, facilitator, or a school administrator may request preemptive technical assistance at any time. Yearly training:
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IDEA Performance Goals:

	●ul ● The Special Education Director holds two General Supervision training sessions which all special education staff are required to attend. These sessions review and clarify the County's General Supervision Manual and the following topics:ul ● duties and responsibilities of IEP case managers ● timely and accurate data submissions ● IEP compliance (annual reviews, triannual reviews, transition plans, amendments, and manifestation determinations). ● Data collection and IEP progress reports ● Utilization of the GO-IEP platform ● County policies, procedures, and practices. All new special education teachers must attend Go-IEP training. This training is provided one day during pre-planning and is designed to ensure that all teachers know how to utilize the GO-IEP platform. All new special education teachers attend a new special education teachers course offered through the local GLRS. Middle and high school special education teachers attend Transition Plan Development training through the local GLRS and/or GaDOE transition webinars, and the Special Education Director holds training on writing data driven transition plans. Monthly training: Each month the Special Education Director holds Special Education teacher meetings and Administrative Team meetings. Meeting Agenda (teachers): ●ul ● Redelivery of Professional Learning and Technical Assistance, which have been provided by GaDOE ● Updates to the State's special education manual are discussed and any law changes are discussed ● Updates to the county's general supervision manual are reviewed ● GO-IEP updates and technical assistance needs ● One to two IEPs are randomly selected to review as a "case study" review for compliance and FAPE.
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IDEA Performance Goals:

	Meeting Agenda (admin team) ●ul ● Each school presents discipline data for SWDs ● GO-IEP reports are reviewed to monitor for compliance of timely/accurate data submissions ● School level concerns are addressed ● Names of newly hired special education teachers are placed on the monthly training calendar ● MTSS Coordinator provides overview of MTSS process and potential referrals ● Review all potential referrals for evaluation and special education consideration Each month the Special Education Director holds a one-day Special Education New Teacher Orientation and GO-IEP training for any new teachers hired after the school year has started. This is a redelivery of the required countywide General Supervision training held twice a year combined with the annual Go-IEP training for new teachers. These monthly trainings are to ensure that all special education teachers have access to professional development regardless of when they are hired.
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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)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds.
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds.
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds.
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY25 Title IV, Part A funds.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY25 Title IV, Part A funds.
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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

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	Intervention Effective - Adjust Activities/Strategies
Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap #1: Based on the 2025 Georgia Milestones ELA data, there were significant gaps between students with disabilities and their general education peers, economically disadvantaged students, as well as between black students and white students. The district will continue the interventions of using instructional paraprofessionals funded by Title I and will employ an instructional coach to support teachers in implementing the curriculum and District Reading and Writing Plans and guided reading instruction with fidelity.
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	Intervention Effective - Adjust Activities/Strategies

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap #2: Based on the 2025 GMAS data, there were significant gaps between students with disabilities and their general education peers , economically disadvantaged students, as well as between black students and white students. The district will continue the interventions of using instructional paraprofessionals funded by Title I and will employ a part-time math coach to support teachers in middle grades in providing intensive math interventions and rigorous Tier I 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
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	No Participating Private Schools