



Comprehensive Needs Assessment 2025 - 2026 District Report



Thomas 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.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Lisa Williams
Multiple Program(s)	Federal Programs Director	Dr. Bob Dechman
Multiple Program(s)	Curriculum Director	Dr. Lindsay Thompson, Amy Tyson, Erin White, Meagan Bradshaw, Lacey Howard
Multiple Program(s)	School Leader (#1)	James Thompson
Multiple Program(s)	School Leader (#2)	Ashley Lane
Multiple Program(s)	Teacher Representative (#1)	Laura Parkerson
Multiple Program(s)	Teacher Representative (#2)	Leigh Carroll
McKinney-Vento Homeless	Homeless Liaison	Cara Hankinson
Neglected and Delinquent	N&D Coordinator	Cara Hankinson
Rural	REAP Coordinator	Dr. Bob Dechman
Special Education	Special Education Director	Cristie Gilliard
Title I, Part A	Title I, Part A Director	Dr. Bob Dechman
Title I, Part A	Family Engagement Coordinator	Carmen DeVane
Title I, Part A - Foster Care	Foster Care Point of Contact	Cara Hankinson
Title II, Part A	Title II, Part A Coordinator	Dr. Bob Dechman
Title III	Title III Director	Dr. Bob Dechman
Title IV, Part A	Title IV, Part A Director	Dr. Bob Dechman
Title I, Part C	Migrant Coordinator	Dr. Bob Dechman

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Dr. Brecca Pope
Multiple Program(s)	Testing Director	Dr. Bob Dechman
Multiple Program(s)	Finance Director	Joey Holland, C.P.A., M.B.A., C.F.O.
Multiple Program(s)	Other Federal Programs Coordinators	Jeana Smith, Nutrition Director
Multiple Program(s)	CTAE Coordinator	Dr. Beth Adams

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Clay Stanaland (Director of Student Services)
Multiple Program(s)	Principal Representatives	Deann Garcia
Multiple Program(s)	High School Counselor / Academic Counselor	Tammy Shealey
Multiple Program(s)	Early Childhood or Head Start Coordinator	Dee Gaines
Multiple Program(s)	Teacher Representatives	Leigh Carroll
Multiple Program(s)	ESOL Teacher	Laura Parkerson
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Laura Parkerson
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Dr. Brecca Pope
Title II, Part A	Principal Supervisors	Dr. Lisa Williams
Title II, Part A	Professional Learning Coordinators	Dr. Lindsay Thompson, Amy Tyson
Title II, Part A	Bilingual Parent Liaisons	Mabel Nieves
Title II, Part A	Professional Organizations	Jennifer Hand, RESA
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Leah Smith
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Kathy Megahee, Dontravious Simmons
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	Kathy Megahee
Title IV, Part A	Media Specialists/Librarians	Kathy Craven
Title IV, Part A	Technology Experts	Wes Davis
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Katie Parkerson, Zach Williams, Anna Kate Smith
Multiple Program(s)	Private School Officials	Dr. Randy Watts, Headmaster Brookwood School
Migrant	Out-of-School Youth and/or Drop-outs	Dana Gonzales
Title I, Part A	Parent Representatives of Title I Students	Melvin Hugans
Title I, Part A - Foster Care	Local DFCS Contacts	Alicia Jackson
Title II, Part A	Principals	Ashley Lane
Title II, Part A	Teachers	Leigh Carroll
Title II, Part A	Paraprofessionals	Mabel Nieves
Title II, Part A	Specialized Instructional Support Personnel	Dr. Lindsay Thompson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Melvin Hugans
Title III, Part A	Parents of English Learners	Ana Rodriguez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Jennifer Hand
Multiple Program(s)	Technical, College, or University Personnel	Leigh Wallace, Rebecca Broom, Dr. Ron O'Meara, Susan Lynn
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Melvin Hugans
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	Dana Gonzales
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Kathy Magahee
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	Shundra Samuel
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	Susan Esra
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Stakeholders were chosen to represent a variety of roles. We consulted the community resource guide to identify, invite, and involve representatives from community agencies. We also used partners that attended System PAC meetings. The work products were also shared with additional stakeholders for input and additional feedback.
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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?	Stakeholders will have representation in work groups for each section of the C.N.A. The district-wide stakeholder meeting will provide an additional opportunity for input. We also used feedback provided at the recent System PAC meeting that featured open ended dialogue about needs, strengths, weaknesses, opportunities, and threats. Stakeholders completed feedback surveys. The district hosts regular events to promote two-way communication with stakeholders throughout the year.
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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).

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.	2.6
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.47
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.53
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.	2.09
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.08
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).

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.	2.6
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.6
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.47

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.53
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
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.	2.33
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).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.53
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
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.	2.28
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.33
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
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).

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.6
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
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.	2.17
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).

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.	2.6
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.6
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.47
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.53
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.07
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2.73
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
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.	2.28
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.09
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.03
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.02
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.26
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.08
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.33
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
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]	We examined teacher perception data, results from parent involvement focus groups, and Migrant program PAC meeting feedback. Special education used the departmental parent survey. The Homeless program administered an annual needs assessment staff survey. Feedback was gathered from professional learning sessions. Schools used the results from local and GADOE parent and teacher surveys. Our SPED program had a 98% approval rating on parent surveys. In January 2024, community stakeholders including business and industry representatives and parents responded to a survey designed to inform the development of the CTAE improvement plan.
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?")	There is an established need for additional professional learning according to job assignment. Teachers perceived a need for additional professional learning on instructional use of technology. Continued work with curriculum alignment and use of assessment data is a consistent need at each school. Surveys revealed staff's perceived needs for educating homeless children. Special Education learned parents' desire to learn more about transition services. Faculty surveys indicate a desire for job-embedded professional learning on instructional strategies related to literacy, interactive viewboards, use of technology tools to enhance student learning, classroom management, differentiation, and to continue data team meetings. ESOL, Migrant, and Title III parents reported a 100% satisfaction with program supports and parent involvement activities. Parents also expressed a need for continued translation support. Parents, students and teachers all indicated some degree of concern for school safety on GADOE climate surveys. Input from the CTAE survey focused on improving employability and technical skills, the need for additional programs or pathways, work-based learning opportunities, and strategies for increasing community engagement in CTAE programs.
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)	Process data included feedback surveys from system advisory council meetings, SIP surveys, and analysis of meeting/event calendars. School data included examination of teacher-maintained data notebooks, pacing guides, and meeting schedules. Special education reviewed adherence to IEP timelines and peer review processes. System and school level safety preparedness plans were reviewed by local and state Emergency Management officials.

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?")	There is still a need to increase communication with all stakeholders to encourage participation in the process of continuous improvement. Stakeholders expressed a desire to utilize volunteers to enhance the school climate and continue hosting family engagement events. Special education noted the importance of focusing on learning outcomes. School leadership noted the importance of using data to adjust instruction and ongoing curriculum enhancement. There is a need to increase communication about safety improvements on and off campus.
What achievement data did you use?	The following types of student achievement data were used: Georgia Milestones, GAA 2.0, ACCESS 2.0 tests, COGAT tests, Benchmark tests, universal screeners in math and reading (MAP growth), End of Pathway Assessments, Class averages (Pass/Fail Rates), GKIDS, STAR reading, STAR math and sub-group performance were analyzed for goal setting.
What does your achievement data tell you?	Milestones passing rates are all below 50%, most are in the 30% range. The only exception is 4th grade math, which achieved a 56% passing rate. There is a need to strengthen tier 1 instruction. There is a need for programming to provide supplemental learning opportunities in each grade level. Students are in need of differentiated instruction to support the various skill levels within each class. Students with disabilities (SWD) need specially designed instruction on a daily basis to help them progress on their IEP goals. Homeless students are making gains, but still lag behind non-homeless students in math and language arts. ESOL: 82% of elementary students, 79% of middle school students, and 80% of high school students made growth on the ACCESS 2.0 assessment this school year. Reading was the lowest domain on the ACCESS 2.0 assessment overall. ESOL students with IEP's continue to require specialized support in reading. ESOL students tended to score in the Beginning Learner range at a higher rate than grade level peers. MEP students continue to lag behind grade level peers by not scoring proficient or better on Georgia Milestones EOG and EOC assessments. This achievement gap indicates there is a continuing need to provide supplemental tutoring in reading and math for students in the Migrant program. Migrant students are also in need of summer programming to provide enrichment activities. There is a continued need to support literacy skills and strengthen Tier 1 instruction in math. The Math curriculum was updated in FY24 and will continue to be a focus in the upcoming school year. The need for continued professional learning and curriculum revision in all content is clear. We intend to embed writing instruction across the curriculum and provide rigorous instruction in all content areas. It was also noted that we need to establish mid-year goals to support the MTSS process. There is a need for personnel to coordinate MTSS processes at the school and district level. Certain subgroups outperform others, and trends indicate the need for additional support. There is a need to provide professional learning to teachers on the use of technology tools to enhance student learning.

What demographic data did you use?	Enrollment data, District poverty rates, Homelessness data, Migrant data, and ESOL data were reviewed. Special Education examined teacher caseloads and analyzed student demographics to identify trends and avoid disproportionality. Student enrollment was examined by grade level to determine class size and instructional placements.
What does the demographic data tell you?	Student enrollment has remained stable, marking an increase of 25 more students currently enrolled. The student population in the Migrant program has remained stable. The ESOL student population has also increased, with 16 students being new to US schools. The trend shows that recently enrolled ESOL students are less proficient with English than their predecessors have been, with a majority of new ESOL students being served as level 1 students. Many ESOL students also have had significant interruptions in their school attendance. Students experiencing homelessness have been identified and provided with support. The district poverty rate leads us to prioritize a need to build connections between learning and prior experiences through educational field trips, college visits, and virtual learning activities. Student subgroup performance has been examined to plan for differentiation and support. Early learning data is needed to differentiate support for children who enroll without having attended a daycare program.

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 3.3.

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?	Milestone passing rates (proficient or better) are below 50% in all grades and subjects, with the exception of 4th grade math, and most are in the 30% range. There is a need to strengthen tier 1 instruction. End of year performance on universal screeners shows growth when compared to beginning of year measures. Improvement is attributed to support and monitoring responses to intervention. Student and teacher use of technology as learning tools is pervasive. Teacher Keys ratings on standards for differentiated instruction (3.09), assessment strategies (3.07), and assessment uses (3.1) were rated the lowest of the 10 standards. Each will be a focal point for future professional learning and curriculum support. There is a need to strengthen Tier 1 instruction with rigorous expectations, continue professional learning, and curriculum alignment. There is a need to assess student performance and monitor progress toward mastery of GSE. There is a need to increase the number of segments of direct small group instruction for Level 1 ESOL students, as well as a need to strengthen Tier 2 and Tier 3 interventions at Middle and High School levels. Migrant students have shown improvement based on having a regularly scheduled academic support. There is a need to provide support for teachers to obtain Gifted, ESOL, and Special Education (dyslexia) endorsements. There is a need to continue instructional supervision at Bishop Hall. Students continue to require tutorial and enrichment support as at-risk learners. There is still a need to monitor instruction, particularly with regard to direct instruction. Instructional support from administration and district curriculum specialists should remain as supports for continued school improvement. There is a continuing need to undertake measures to ensure curriculum alignment (horizontal and vertical) in all classes.
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?	There is a need for protocols to monitor instruction. Administrative familiarity with curriculum expectations will be supported by participating in vertical alignment meetings and the curriculum revision processes, and professional learning. There is a continuing need to improve the examination of root causes for academic deficiencies and behavior. Despite a 97% teacher retention rate, teacher shortages in math and special education require ongoing recruiting efforts. There is

Strengths and Challenges Based on Trends and Patterns

	a need to develop awareness of disproportionality as it relates to student discipline. Summer training is planned to provide administrators with support. There is a need for building administrators to participate in professional learning with their staff in order to develop content knowledge and awareness of lesson features to be observed on instructional walk-through visits. Leader Keys ratings on standards for instructional leadership (3.4/4.0), school climate (3.71 /4.0), and planning & assessment (3.52/4.0) were rated slightly lower than the prior year.
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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?	There is a continued need to support teachers' professional development in their instructional assignments. There is a need to strengthen Tier 1 instruction with rigorous expectations, continue professional learning to use technology resources as learning tools, and curriculum alignment. There is a need for professional learning to implement updated ELA and math standards with a focus on mathematical modeling and updated curriculum units, pacing guides and assessments. There is a need for continued training in system literacy initiatives, K-3 science of reading training, K - 9th grade writing. There is a need for additional elementary, middle school and high school instructional coaches to support ongoing job-embedded professional learning and vertical alignment. There is a need to support teachers' MTSS efforts with differentiated strategies and monitoring protocols, especially with regard to behavior strategies and supports. The district will use behavior specialists to observe and support classroom teachers with behavior management strategies. There is a need to provide support for teachers to obtain Gifted, ESOL, Dyslexia, and Special Education endorsements. There is a need to support teachers as they utilize technology tools in the classroom to promote student learning. Teachers responded to the perception survey requesting job embedded professional learning to utilize technology tools we have available, grade level collaboration meetings, establishing positive relationships, classroom management strategies, parent and community support, and differentiated instruction. Teacher led professional learning provides many educators an opportunity to support their colleagues. Positive feedback from the BEE (Be Exemplary Expo) Expo indicates teachers' desire choice in professional learning sessions that are aligned to their current teaching assignments. Digital learning specialists at each school support teachers individually and collaboratively with professional learning. There is also a need to support differentiated professional learning on instructional uses of technology. We intend to continue to use Title IIA funds to support the district math curriculum specialist position. There is a need for building administrators to participate in professional learning with their staff in order to develop content knowledge and
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Strengths and Challenges Based on Trends and Patterns

	awareness of lesson features to be observed on instructional walk-through visits. Teacher Keys ratings on standards for professional knowledge (3.44/4.0), professionalism (3.47/4.0), and Positive Learning Environments (3.4/4.0) were rated among the highest for teachers.
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?	There is consistent support for Family and Community Engagement at all schools. The public perception is positive and continues to request multiple formats of communication. There is a desire to continue the established workshop series with topics that are relevant to current trends. Low to moderate event attendance is attributed to communication issues, scheduling conflicts, and marginal interest in some topics. Perception surveys indicate a desire for welcoming, family-friendly environments. Families regularly request take home strategies to support student learning. The district has implemented REMIND as a comprehensive format to support regular ongoing two-way communication about student learning and school events. Migrant and ESOL parents report that parent nights hosted by the MEP and ESOL departments are helpful in meeting their needs to support their students academically. Families have also noted the need to continue to provide translation support at school events and parent meetings. The special ed. parent mentor is an asset to families and serves to connect them with meetings and support services. The Teacher Keys rating on standards communication (3.27/4.0) was rated proficient for teachers.
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?	The curriculum department works to align professional learning topics with school needs. Curriculum monitoring and support is an ongoing need. There is a need to continue to provide mental health counseling support above the level of school counselors. There is a need to document behavior related support through the MTSS process. There is a need to support character education, regular school attendance, and social skills among all students. There is a need to standardize progress monitoring and MTSS procedures in all schools. Protocols for reteaching unmastered topics and developing academic stamina for students to perform well on rigorous exams need to be continued. Student and faculty absences continue to negatively impact student performance. The district noted positive results after students received support from additional interventions at 2 elementary schools and the middle school for academic and behavioral support. Summer learning losses continue to hamper the development of student mastery. There are ongoing needs to provide intervention support. Funds are needed to continue grant funded universal screening licenses (MAP Growth and Formative). There is a need to reduce class sizes to allow for differentiated instruction.

Strengths and Challenges Based on Trends and Patterns

	There is a need to strengthen classroom management skills for all teachers. Improved academic performance is linked to increasing student attention and time on task. Teacher Keys ratings on standards for differentiated instruction (3.09), assessment strategies (3.07), and assessment uses (3.1) were rated the lowest of the 10 standards. Each will be a focal point for future professional learning and curriculum support. There is a continuing need to transport students to their school-based health clinic appointments to reduce time between onset of symptoms and treatment of common sicknesses such as flu, strep throat, common colds, and ear infections. Students requiring vaccinations and physicals are also supported by the school-based health care liaison, reducing medical related causes of time out of class. There is a need to employ a staff person to ensure this transportation is available.
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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?	Enrollment has slightly increased (25 students) from FY24 to FY25. There has been an increase in the number of students with disabilities. The district continues to have a large contingent of out-of-district enrollees, some of whom struggle academically. Federal and state grants have been leveraged to provide supplemental resources, supplementary learning, and additional staff to combat learning loss. There is a need to continue to provide academic coaches and expand MTSS staff support to address student needs. Professional learning is supported by blending funds from federal and state funds. This will allow for much needed professional learning supports as the state rolls out new ELA curricula this year and we continue to support the math curriculum that was implemented during FY24. There is a large population of students with disabilities enrolled in our district, some transferring in from neighboring districts based on our established record of a full spectrum of supportive services. This subgroup continues to struggle to demonstrate mastery on Milestone tests. ESOL and Migrant students continue to score lower than their grade level peers on Milestones tests. Our district has secured competitive grant awards to provide existing instructional resources. The district will continue to require grant funds to support student technology needs and to overcome impacts of limited access to fine arts experiences.
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Strengths and Challenges Based on Trends and Patterns

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?	Milestone passing rates (proficient or better) are below 50% in all grades and subjects, except 4th grade math. There is a need to strengthen Tier 1 instruction. Performance on universal screeners show that the majority (44% in reading and 38% in math) of students begin the year significantly below grade level expectations. The district has noted evidence of skill erosion over the summer in many students.
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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	Strengths include: FY 25 Parent survey results indicated a 98.37% approval rating from 396 parents surveyed. We also received 100% on our District Determination for FY25. We have stayed proportionate in our representation of students with disabilities. The FY25 outcome results show that 91.67% of students are engaged in post-secondary activities. We also have several strong programs that meet students' transition needs such as Project Search, Project Life and Supported Dual Enrollment. 100% of our Project Search students obtained employment. Alignment of services, specialized instruction and interventions across schools (EET, OG and Unique Solutions). We have a strong reverse inclusion program for our three-year olds. TCS uses a proactive approach to developing BIPs from FBAs. Parent participation in IEP meetings is greater than 90% for the FY24 school year. We consistently offer the entire continuum at all grade levels.
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Challenges	Challenges include: Large numbers of students with disabilities, that makes up 20% of district enrollment. Large skill deficits make grade-level instruction on content standards hard to implement with fidelity. SWD subgroup passing rates are behind non-disabled peers. Students and parents have reported an increase in mental health concerns. Classroom management concerns persist, and will be mitigated by implementing social skills lessons in resource class. Teacher turnover rates lead to low levels of experience. We have large caseloads for SLPs and school psychologists. It is difficult to hire and retain PQ SPED staff over time. The number of teachers who are enrolled in TAPP / MAT programs has increased. This has required
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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.

	additional professional learning to train out of field teachers. It is difficult scheduling regular education teachers to attend IEP, 504, and manifestation meetings. Multiple meetings often conflict with time set aside for common planning and curriculum alignment. There is a breakdown in communication amongst service providers, and we have noticed that doctors' offices often fail to refer them to the LEA. Additionally, the staff in Babies Can't Wait offices have had a lot of employee turnover. As a result, many children in the community are not provided support services until they enroll in the public school system at three years of age.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Strengths include having Professionally Qualified teachers in each grade. Technology resources and personnel are available to provide high quality instruction. Core curriculum outlined in pacing guides and instructional units is also present. The district has established routines for student assessment and expectations for reteaching skills to support student mastery. Another strength is instructional scheduling that allows for common planning in grades PK-8, and at the high school level for Milestones EOC courses. The district has increased the number of teachers that hold ESOL endorsements.
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Challenges	We face several challenges as a district. Many students begin the school term without grade-level academic skills. We see the impact of regressed skills after summer vacation. Based on 2025 Spring universal screeners, more than 51% of all students are not reading on grade level, and 62% of students are below grade level in math. Academic deficits compound student difficulties to master challenging state standards. Some students do not regularly submit homework, or complete out of class assignments. Parents indicate difficulty providing academic support at home. Busy afternoon and evening schedules tend to limit participation at Family Engagement events. Our non-traditional school serves an at-risk student population in grades 8 - 12. There is a need to provide additional instructional supervision and professional learning support for teachers as they align instruction with GSE, increase the amount of instructional time devoted to direct instruction, incorporate rigor, and develop students' academic stamina to demonstrate content mastery.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

Strengths	Enrollment clerks are aware of the special circumstances and requirements surrounding foster children and are trained to notify the school system's Foster Care Point of Contact (FCPOC) when a child in foster care comes in for enrollment. The enrollment office and the FCPOC work collaboratively to eliminate barriers and expedite the enrollment process. Foster care students are enrolled, and can attend school, even in the absence of otherwise required enrollment documentation. One step of the enrollment process that is given special attention, for the protection of the child, is ensuring the person enrolling the child has the opportunity to complete the "Do Not Publish" form. Completing this form prevents the child's picture or name from being published in print or digital media. After the student is enrolled and attending school, teachers and counselors work closely with Thomas County Department of Family and Child Services (DFCS) and the foster parents to identify and meet the needs of the student so that the student can be successful in school. Students in foster care will have the same access to all curricular and extracurricular programming as any other student in the school system. The Special Ed director monitors the SLDS Foster Care report monthly to meet HB855 requirements. The Special Ed director communicates with counselors whenever a foster care student may need an MTSS meeting to complete foster care impact screener and develop a trauma-informed educational support plan.
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Challenges	Foster status is not always shared with schools. Foster placements are short term. The district also experiences difficulty in maintaining up to date student records with adult contact information and the "Do Not Publish" list. H.B. 855 now requires all school systems to assess foster care students for trauma and provide appropriate services.
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Title I, Part A - Parent and Family Engagement

Strengths	We have parent involvement coordinators assigned to each Title I school, along with established norms for organizing regular Family Engagement events. Scheduled events allow for families and educators to develop supportive relationships. School and district spaces are sufficient for meeting and provide technology rich environments to present workshops and events.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	Budget constraints have required assigning two schools to one parent coordinator, who spends half of the week at each school. We face a significant challenge getting the target audience to attend specific events, which limits the support we provide to families of at-risk learners. Family Engagement activities compete with finite resources of time and interests. Community literacy levels and parent comfort in attending school meetings or events also represent challenges to participation. Another challenge is identifying sponsors to provide funding for promotional gifts for workshops and events. Based on rigorous curriculum requirements in all classes, it is often difficult to provide meaningful opportunities for family engagement in school support beyond being a classroom helper or supplying donations.
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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	Our Migrant parents readily observe that the strongest asset of our migrant program is maintaining staff consistency working with Migrant students in Preschool through 12th grade. The staff remains aware of strengths and weaknesses of each student and is able to relay information to classroom teachers. 100% of district teachers felt adequately supported to meet the needs of Migrant students. The district has designated a coordinator to facilitate data collection and home-school communication to meet the needs of Migrant students. Pre-school students that receive services via implementation plans respond to instruction and have shown growth on pre-post test measures. 97% of MEP students in grades 1-12 earned a C or higher on their final report cards. The Thomas County MEP has relevant instructional resources available to support identified OSY/DO. Despite rigorous ID&R efforts, the district was unable to find any qualified OSY/DO participants. Community sources indicate OSY/DO typically find work outside of our school district and do not maintain a permanent residence in Thomas County.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.)

Challenges	A shrinking federal allocation for the MEP restricts the support we are able to provide our students. In response to a declining Title IC allocation, the district now employs a paraprofessional to provide supplemental services. There is a need to provide afterschool tutoring and summer enrichment to selected at-risk students. 67% of MEP parents report they do not have internet access at home. The district fills preschool enrollment spaces in the 3 year-old program to capacity early each school term, and as a result some migrant 0-3 year-old pre-school children must be served at home rather than in a school setting. MEP students in grades 3-11 outperformed non-MEP student passing rates (proficient or better) on the Milestones tests in only 3 of 7 grades. Historically, the major barrier to OSY participation is OSY disinterest. As noted previously, the district was unable to find any qualified OSY/DO participants in FY25.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	We have a caring and knowledgeable staff. We have McKinney-Vento staff that provide training sessions to classified and certified staff on the identification of neglected and delinquent students. Teachers work with school counselors whenever they detect student needs. We do not have an N&D facility within our attendance zone, but do maintain a list of providers that would be helpful should a need arise.
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Challenges	Services required by N&D students are often greater than school counselors and administrators can meet. Our district has used grant funds to provide additional mental health counseling and behavior intervention and assessment.
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Title II, Part A - Supporting Effective Instruction

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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	We hire and retain a professionally qualified staff at each of our 7 schools. Based on support from the curriculum department, teachers are engaged in routine, ongoing professional learning that prepares them to present rigorous instruction to all students. The district "New Teacher Induction" program is helpful in retaining and supporting new hires.
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Challenges	Recruiting teachers to teach in rural southwest Georgia is difficult. The district attends regional job fairs hosted by RESA and teacher preparation programs to meet its hiring needs. Each year, there is a need to continue to provide "induction" support to teachers new to the district, new to the profession, or assuming new roles. The district has hired academic coaches to provide teacher support in four schools. There is a need to provide coordination and support for mathematics instruction. We intend to continue to split fund (50% local 50% Title IIA) a curriculum coordinator for math as one of our equity action steps. Additionally, each year we have several teachers participate in the GA TAPP program to obtain certification.
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Language Instruction for English Learners and Immigrant Students

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

● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	The district employs two full time teachers and one part time teacher/ESOL coordinator to provide direct instruction to ESOL students. Our students have shown gains on the ACCESS 2.0 assessment. Due to a reduced staff for FY25, Gains on ACCESS 2.0 decreased from prior years. The following data report the percent of students progressing one or more performance bands within one year: 51% elementary students, 47% of middle school students, and 42% of high school students. Overall, the majority of students who did not progress one or more grade bands are served with an IEP. Students are supported in numerous ways with instructional resources, academic interventions, and family engagement events. Parents have
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Language Instruction for English Learners and Immigrant Students

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

- If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

	voiced that they feel supported on surveys. The district has used professional learning funds to increase the number of ESOL endorsed teachers at each grade level.
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Challenges	ESOL students struggle with different elements of the curriculum based on English Language proficiency and time enrolled in US schools. The lowest performing domain of the Access 2.0 by grade level is as follows: Kindergarten:reading, 1st-4th:writing, 5th-8th: speakingand reading, and 9th-12th:speaking and reading. The ESOL department will continue providing interventions on an individualized basis. Student performance on universal screeners shows a need to expand supports and implement an innovative model that features assigning ESOL students to endorsed teachers whenever possible.ESOL endorsed teachers will continue to be provided with ongoing professional learning. We have noticed a growth in our immigrant population, and families are in need of additional support.We have also noticed an increased number of parents requesting translated materials, meetings, and front desk assistance.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Annual staff training is delivered to all staff using Compliance Director, a web-based professional learning platform.Teachers and counselors are attentive to students who may experience needs due to homelessness throughout the year. MV trainings are held during the school term for bus drivers, attendance clerks, and parent involvement coordinators so that employees remain aware of current trends.HCY are encouraged to participate in summer programs offered by the system, some specifically target HCY to provide academic support and fieldtrips.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	Students don't always report family needs due to homelessness. Currently, Thomas County receives the MV-EHCY grant. If we do not receive the grant in the future, it will be difficult to maintain the same level of services to Homeless students.
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	We have a professionally qualified staff. Teachers and administrators are prepared, equipped, and continuously supported to use the latest technology to enhance instruction.
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Challenges	Our students lack cultural experiences that other students in more urban locations have access to. We need to provide support for instructional field trips for our students. Another impact of our rural location is that our students need technology resources to interact with educational experiences. Teachers have differing levels of expertise implementing technology in the classroom. Their professional learning needs are better suited to a system that allows participants to differentiate their experiences by selecting courses right for their training level with on demand professional learning software. In rural Southwest Georgia, some of our families are unable to provide ongoing and or urgent medical care for their children should they become sick during the school day. We need to provide transportation for students to participate in the school based health clinic. We need help monitoring our school campus for safety and security. We need to provide supplemental mental health counseling. Students have demonstrated the need for ongoing support that is greater than school counselors can provide. We need to provide contracted behavior intervention services to selected students as needed. We need updated resources to allow students to take computer science courses. Updated Chromebooks amplify and protect learning time by streamlining pair-programming and peer review sessions between students programmers. We also need to support our fine arts programming (well-rounded), by providing school instruments for students to use, and providing experiences for our students to learn about the fine arts.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Strengths	We hire and retain a professionally qualified staff at each of our 7 schools. Teachers are engaged in routine, ongoing professional learning that prepares them to present rigorous instruction to all students. The district provides a well-developed system of support (New Teacher Induction) for teachers new to the district and or new to their instructional assignments.
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Challenges	Recruiting teachers in southwest Georgia is a challenge. The teacher shortage is no longer restricted to a few content areas, as there are vacancies in many certification areas that are hard to fill. The district routinely needs to provide support for teachers to obtain appropriate certification (Gifted, ESOL, Special Education) in areas of new instructional assignment that results from staff transition and turnover.
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Title V, Part B - Rural Education

Strengths	We have been able to use Title VB funding to purchase licenses for educational software and universal screeners that allow our students to prepare for standardized testing and to experience prompts with more rigorous depth of knowledge expectations. We have also used Title VB funds to support professional learning during the school year as well as in the summer. The district has implemented REMIND as a tool to promote two-way communication with parents concerning emergent situations safety and security announcements. This resource provides translated communications as needed. We intend to use available Title V resources to support Family engagement with the Remind software.
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Challenges	As a rural district, our students are not exposed to the same social and cultural experiences as those in more urban areas. Our students require electronic resources to support their academic growth and development. We need to provide support for instructional field trips for our students. There is a need to provide additional professional learning to ensure teachers maintain current knowledge of the standards and resources available in their instructional assignment. The reduction in federal grant awards will require us to use more Title V funds to provide professional learning. We also look to use the Title V program to continue to provide MTSS support made possible from Federal pandemic relief grants that are expiring.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Improve student proficiency in every content area
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Improve the quality and quantity of on-task instructional time for all students
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	3

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Improve the quality of instruction across all academic disciplines.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Improve student proficiency in every content area

Root Cause # 1

Root Causes to be Addressed	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy. Students have demonstrated less than 50% proficiency rate on Milestones assessments in all academic areas.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Other barriers to academic proficiency include homelessness, family transitions, family displacement due to residential changes during the school term, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Teachers struggle to personalize learning when students have different proficiency levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Root Cause # 3

Additional Responses	There is a need to provide professional learning to teachers on the use of technology tools to enhance student learning.
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Root Cause # 4

Root Causes to be Addressed	Teachers need resources and professional learning to address student needs and to teach content with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	There is a need to provide professional learning to teachers on the use of technology tools to enhance student learning.
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Root Cause # 5

Root Causes to be Addressed	Students and their families lack sufficient notice and motivation to be effectively engaged in the instructional process.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children

Root Cause # 5

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER
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Additional Responses	
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Overarching Need - Improve the quality and quantity of on-task instructional time for all students

Root Cause # 1

Root Causes to be Addressed	Students enter the grade without adequate academic proficiency.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	
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Root Cause # 2

Root Cause # 2

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

Additional Responses	
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Root Cause # 3

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

Additional Responses	
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Root Cause # 4

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

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Acting-out behaviors are referred to administration.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	
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Overarching Need - Improve the quality of instruction across all academic disciplines.

Root Cause # 1

Root Causes to be Addressed	Many students lack grade appropriate prerequisite skills, especially numeracy, content related literacy skills, and computational thinking.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : ESSER

Additional Responses	
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Root Cause # 2

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

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Faculty assigned to new roles or new to the district need support to fulfill job responsibilities effectively.
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 Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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District Improvement Plan 2025 - 2026



Thomas County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Thomas County
Team Lead	Bob Dechman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☐	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? Yes

Flex Waiver # 1 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title IV, Part A Content Area Minimum Percentage Spending Requirements – ESSA Section 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109
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B. Select each program affected by this waiver request:

☐	Title I, Part A
☐	Title I, Part C
☐	Title I, Part D
☐	Title II, Part A
☒	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	Thomas County Schools will use this flexibility to secure contracted services from the APEX counseling program as implemented by Georgia Pines. The intended outcome of this initiative is to promote improved mental health of Thomas County Students, resulting in a 2% decrease in disciplinary removals as compared to the previous school year.
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D. How was public notice made regarding this waiver? (Please select all that apply)

☒	LEA Website
☐	LEA/School Newsletter
☐	Newspaper
☒	Other (Please specify) Announced during District PAC meeting, feedback requested. Survey displayed on website.

Flex Waiver # 1 - StatewideWaiver

Please provide any comments received as a result of the public notice here:	"I support this request for flexibility." Another respondent noted "Counseling services, health care, training for school safety, and fieldtrips."
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3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student proficiency in every content area
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students lack grade appropriate prerequisite skills, especially literacy and numeracy. Students have demonstrated less than 50% proficiency rate on Milestones assessments in all academic areas.
Root Cause # 2	Other barriers to academic proficiency include homelessness, family transitions, family displacement due to residential changes during the school term, immigration, language barriers, absenteeism, mental health concerns, class disruptions, and or failure to complete assignments.
Root Cause # 3	Students and their families lack sufficient notice and motivation to be effectively engaged in the instructional process.
Root Cause # 4	Teachers need resources and professional learning to address student needs and to teach content with fidelity.
Root Cause # 5	Teachers struggle to personalize learning when students have different proficiency levels.
Goal	By the end of the 2025-2026 school year, the percent of students scoring at the proficient level or above on state assessments will increase by 3%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8

Equity Gap

Grade Level Span(s)	9 10 11 12 NA
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	Teachers will utilize instructional resources (literacy instruction, use of data, flexible grouping, use of models, manipulatives, and real world problem-solving, band instruments, instructional assemblies and instructional fieldtrips) to maximize learning.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, Unit plans, and TKES observations
Method for Monitoring Effectiveness	Screeners results, benchmark performance, student grades.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Action Step # 1

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

Action Step	The district will provide updated digital learning resources (Science measurement tools, Chromebooks, software), infrastructure to support teaching and learning.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Software usage reports, Mobilemind Professional learning reports.
Method for Monitoring Effectiveness	Screeners results, benchmark performance, student grades.
Position/Role Responsible	Digital Learning/ Media Services 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?	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)?	Dr. Susan Lynn, Thomas University IHE partner.
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Action Step # 3

Action Step	The district will provide updated instructional materials and formative assessments (MAP, STAR, Scholastic, Bookworms, phonics kits), e-texts, periodicals, and other printed and digital materials.
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES observations

Action Step # 3

Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step	Teachers will utilize math and literacy screeners to make data-based flexible groups and provide and individualized instructional strategies to maximize student learning.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	The district will employ class-size reduction teachers to allow opportunities for flexible grouping strategies.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class rosters, Principal Conferences, Mid year SIP review
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

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)?	
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Action Step # 6

Action Step	Hire intervention teachers to provide supplemental instruction.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Federal Programs staff roster
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dr. Susan Lynn, Thomas University IHE partner.
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Action Step # 7

Action Step	Administrators, instructional coaches and teacher leaders monitor improvement initiatives and make adjustments throughout the year. Title IIA allowable professional learning will be provided to teachers, instructional coaches and administrators.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES observations, Mid year SIP review
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 7

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 # 8

Action Step	Update school specific MTSS manuals. Provide professional learning for administrators to implement and monitor a Multi-Tiered System of Support. Develop and implement a progress monitoring calendar and MTSS protocols for academic support.
Funding Sources	Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar, Implementation of MTSS at each school
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	System MTSS coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 8

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Ensure all instructional staff participate in targeted, evidence-based professional learning appropriate to their instructional assignment.
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional Learning Calendar

Action Step # 9

Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step	Recruit teachers and administrators to fill system needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership

Action Step # 10

Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Recruiting expenses
Method for Monitoring Effectiveness	Monthly Personnel Reports
Position/Role Responsible	Assistant Superintendent for Administrative Services
Evidence Based Indicator	Moderate

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)?	
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Action Step # 11

Action Step	Designate Parent Involvement Coordinators to conduct family engagement workshops on providing academic support to their children. Hire parent mentor in special education department.
Funding Sources	Title I, Part A IDEA

Action Step # 11

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family Engagement Calendar of Events
Method for Monitoring Effectiveness	Event based surveys
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Thomas County Family Connection, Thomas County Homeless Coalition.
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality and quantity of on-task instructional time for all students
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Acting-out behaviors are referred to administration.
Root Cause # 2	Student needs for attention and academic support are unmet.
Root Cause # 3	Students engage in off-task behaviors.
Root Cause # 4	Students enter the grade without adequate academic proficiency.
Root Cause # 5	Students exhibit unmet social and emotional needs.
Goal	Reduce disciplinary removals for in-school suspensions and out-of-school suspensions by 3% annually.

Action Step # 1

Action Step	Teachers will implement classroom behavior management protocols that include teaching behavior expectations for school. Administration will implement professional learning to provide teacher support with classroom management procedures.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Classroom management plans submitted to school administration, Midyear SIP conferences
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs

Action Step # 1

Evidence Based Indicator	Moderate
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Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Dr. Susan Lynn, Thomas University IHE partner.
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Action Step # 2

Action Step	Develop and implement school specific MTSS procedures and a progress monitoring calendar to address behavioral issues.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS documentation
Method for Monitoring Effectiveness	Improved student discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	System MTSS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	Administrators implement monitoring practices and analyze data to target root causes of student behaviors. Administrators will participate in professional learning sessions to support the use of data in monitoring practices.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Discipline Data monitoring practices, Midyear SIP review
Method for Monitoring Effectiveness	Screeners data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

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)?	Dr. Susan Lynn, Thomas University IHE partner.
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Action Step # 4

Action Step	Engage families in disciplinary interventions, and provide targeted parent workshops to reinforce school expectations for a positive climate.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Workshop schedule and artifacts
Method for Monitoring Effectiveness	Improved discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Action Step # 4

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

Action Step	Update GAP procedures to enhance collaboration between school guidance counselors and GAP staff as they implement the comprehensive guidance plan. Contract with GAP for supplemental mental health counseling and evaluative services.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Comprehensive guidance plan, Counselors evaluation instrument
Method for Monitoring Effectiveness	2 % decrease of students who have disciplinary removals compared to prior year.
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

Action Step # 5

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

Action Step	Provide mental health counseling and behavior management support as needed.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule for contracted services
Method for Monitoring Effectiveness	Improved discipline, Screener data, % of students performing at or above grade level.
Position/Role Responsible	Director of Student Services

Action Step # 6

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

Action Step	The district will employ a school-based health care liaison to facilitate student access to the school-based health clinic.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Timesheet, documentation of students served

Action Step # 7

Method for Monitoring Effectiveness	Reduction in student absences, improvement in student achievement on universal screeners.
Position/Role Responsible	Assistant Superintendent for Federal Programs
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)?	
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Action Step # 8

Action Step	The system will evaluate safety measures regularly and implement improvements.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 8

Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Annually updated safety plans
Method for Monitoring Effectiveness	School Climate Surveys
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Moderate

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)?	Local law enforcement, GEMA, Thomas County Emergency Management.
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve the quality of instruction across all academic disciplines.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	District instructional faculty has experienced turnover and transition.
Root Cause # 2	Faculty assigned to new roles or new to the district need support to fulfill job responsibilities effectively.
Root Cause # 3	Many students lack grade appropriate prerequisite skills, especially numeracy, content related literacy skills, and computational thinking.
Goal	By the end of the 2025-2026 school year, the percent of students scoring at the proficient level or above on state math assessments will increase by 3%.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders
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Action Step # 1

Action Step	The district will employ a curriculum coordinator to provide professional learning on state math standards, teaching with manipulatives, teaching with math modeling, and teaching with real world problem-solving.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in forms and meeting agendas will list training topics.
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, and passing class averages
Position/Role Responsible	Assistant Superintendent for Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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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)?	
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Action Step # 2

Action Step	Continue New Teacher Induction and peer mentoring program to provide support for teachers in new job roles or that are new to the system. The district will provide a system induction lead coordinator.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentor logs and sign in sheets
Method for Monitoring Effectiveness	Georgia Milestones, universal screener data, passing class averages, and teacher perception surveys.
Position/Role Responsible	New Teacher Induction Coordinator
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)?	
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Action Step # 3

Action Step	Employ elementary instructional coaches and instructional coordinator at TCMS to support curriculum initiatives.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Quarterly reports of activities to LEA

Action Step # 3

Method for Monitoring Effectiveness	Georgia Milestones, and universal screener data.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Promote acquisition of additional certification by existing staff in the areas of: ESOL, Gifted, TAPP, LAPP, Special Education, Reading and Dyslexia.
Funding Sources	Title II, Part A Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Completion of endorsement programs
Method for Monitoring Effectiveness	TKES/LKES, Georgia Milestones, class averages
Position/Role Responsible	Elementary & Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step	Ensure district and school administrators participate in ongoing professional learning by attending or participating in local, regional, and state training events or conferences in order to effectively complete job responsibilities.
Funding Sources	Title I, Part A Title I, Part C Title II, Part A Title III, Part A

Action Step # 5

Funding Sources	Title IV, Part A Title V, Part B IDEA McKinney-Vento Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Professional leave requests
Method for Monitoring Effectiveness	LKES and staff evaluations
Position/Role Responsible	Elementary and Secondary Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step	Employ MTSS support specialist to facilitate implementation of MTSS procedures across the system
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Quarterly reports of activities to LEA
Method for Monitoring Effectiveness	Georgia Milestones, discipline, attendance, and universal screener data.
Position/Role Responsible	Special Education Director, System MTSS coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Action Step # 6

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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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).	The Assistant Superintendent for Federal Programs is responsible for engaging stakeholders in the annual update of the CLIP. In the spring of each year, parent input on the revision of the District Family Engagement Policy is gathered, beginning with the spring meeting of the System Parent Advisory Council (PAC) held in March. PAC members, Parent Involvement Coordinators, ESOL District Coordinator, and administrators from each school come together for a district meeting to review system and school plans implemented during the current year. Goals and performance data are summarized for all PAC members, so that they can respond to requests for their feedback. PAC members are asked to provide specific input on issues they would like to see added to the plan. Following the PAC meeting, input is solicited from stakeholders at the school level. Parent Involvement Coordinators host small group feedback sessions to gather input and make updates to school and district plans (SIP, FEP, Compacts). The Assistant Superintendent for Federal Programs surveys stakeholder groups, including parents, community members, and teachers to identify needs and gather suggestions on how best to meet the purpose of each federal program and to best coordinate these activities with other federal programs. Survey data is combined with feedback from school and district meetings to update the system CLIP during the spring of each year. The Assistant Superintendent for Federal Programs coordinates with the curriculum department to align funding sources with planned professional learning topics, considering the requirements of each federal program in concert with local professional learning funds to meet LEA needs. Title I, Title II, Title VB, and IDEA will be used to provide PL for administrators; Title II, Part A, and Title VB will be used to support the new teacher induction and peer mentoring programs; Title II, Part A, Title III, Title VB, and IDEA will be used to support teachers working to add additional certification for ESOL, Gifted, TAPP, LAPP, Special Education, Reading and Dyslexia; and Title I, Title I Part C, Title II, Part A, Title III, Title IV, Part A, Title VB, IDEA, McKinney Vento, and Perkins funds will be used to support teachers in professional learning to leverage research-based strategies to maximize student learning. Outreach efforts to support transition services are specialized for parents of students in the Migrant education program and students identified as English Learners. MEP and EL teachers invite their students' families to a spring family night, during which the families are provided the opportunity to give input on district and school plans for continuous improvement. Teachers ensure translated copies of district and school surveys are provided in the language requested. District departments ensure outreach to parents of students experiencing
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Coordination of Activities

	homelessness, those in foster care, and students with disabilities to include them in the annual needs assessment and plan revision process. This policy is submitted to the local Board of Education for approval in June. The CLIP is to be submitted to the GADOE on or before June 30 each year.
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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)	The district monitors student scheduling to ensure that low-income and minority students enrolled in Title I schools and or programs are not served at disproportionate rates by ineffective teachers, out of field teachers, and or inexperienced teachers. The district uses the Teacher Keys to evaluate instructional staff. During the 2024-2025 school term, zero teachers were rated as ineffective. The district has professional learning structures in place to support new, inexperienced, and out of field teachers. The New Teacher Induction program pairs teachers with veteran teachers for their first two years in the district to provide specific support for curriculum and instruction and school based procedures. Student schedules are examined to ensure that they are not placed with ineffective teachers, out of field teachers, and or inexperienced teachers for two consecutive years.
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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:	Within the Thomas County School System, there are several forms of data used to identify teacher and student needs, and to inform decisions related to professional development. These include Milestones data, screener data, classroom assessment data, teacher surveys, teacher feedback from professional learning sessions, classroom observations, collaborative planning meetings, and Perkins core indicators. This data is used to design and modify instruction and assessments, and to plan for remediation and/or acceleration. Professional learning is designed based on observed needs (determined from teacher feedback, teacher surveys, and classroom observations). The district implements a New Teacher Induction program to support teachers new to the system or new to their assigned role. New teachers are assigned a veteran teacher to serve as their mentor to learn school based routines and expectations. For the first month, new teachers meet with their mentors weekly for the first month, and then monthly thereafter. The district hosts quarterly meetings to review topics such as instructional technology, student management, curriculum and instruction which includes planning and grading, preparing for
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Professional Growth Systems

	standardized testing, and supporting students with unique needs (IEP, 504, gifted, ELL, etc.). There are district policies in place that provide sufficient time and resources to ensure professional learning is sustained, ongoing, and job-embedded. The system curriculum department serves to support teachers through the use of content-area specialists. Collaborative groups/professional learning communities are active in all schools. There is embedded technology training from Digital Learning Specialists at each school, and Google for Education training was offered to a cohort of teachers, along with an incentive for becoming Google Certified. Each summer, there is a robust schedule of professional learning planned, and teachers who participate receive a stipend for their work. During the school year, teachers are provided release time to work with each other and members of the curriculum department on improving instruction and assessment, and to attend various professional learning sessions. Frequently professional learning sessions are scheduled afterschool hours to reduce the need for substitute teachers. Teachers who attend afterschool PL receive stipends for their time. Additional Professional learning is provided by paying for endorsement programs offered online or via RESA networks in the areas of ESOL, Gifted, TAPP, LAPP, Special Ed topics, Reading and dyslexia. Leaders in the district attend various trainings including GAEL, GACIS, and GSSA-sponsored events, as well as local RESA trainings, in order to build their capacity for facilitating professional development. We are moving towards evidence-based professional learning that aligns with ESSA's definition by providing professional learning opportunities that are supported by research and are ongoing and embedded. Professional learning is continuous, as we are moving away from the "one-and-done" type of traditional professional learning. Various measures will be used to determine whether our efforts are resulting in improvements in teaching and student outcomes, including but not limited to employee retention, classroom observations, test scores, and screener data.
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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)]	Thomas County School District waives for all teachers except those not allowed under Georgia State Board Rules. Even though certification is waived for all staff, the district endeavors to hire certified teachers and works toward having all teachers professionally certified by GaPSC.
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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)]	All teachers of record (teachers who assign grades) must hold a professional, induction or provisional certificate or permit issued by the Georgia Professional Standards Commission in their assigned teaching field(s) OR hold a minimum of a bachelor's degree. In the unlikely event the district hires a staff member that does not meet the professional qualifications at the time of hire, the human resource specialist will compose a remediation plan that outlines steps to attain the required professional qualification.
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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.	Thomas County does not have a school currently identified as being in need of support (CSI or TSI). In the event one or more schools is identified by GADOE as a needs improvement school, the district will provide support with data analysis, curriculum revision, instructional supervision and monitoring. Targeted professional learning is provided to ameliorate identified areas of need. Federal funds, including Title IIA funds specifically, is prioritized to support the professional learning needs of teachers and administrators at the identified school.
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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, academic credit.	Recognizing that career concepts must be tied to academic skills, all programs are required to integrate academic standards in their courses. Teachers are required to incorporate academic vocabulary and document all literacy and vocabulary activities in their lesson plans. Math and science concepts are integrated into instruction, and CTAE teachers work to provide examples of how math is used in the real world. All teachers are required to document at least two cross-curricular lessons in which an academic course standard is directly tied to an elective standard and collect evidence of student work. Skill attainment is assessed at the end of a pathway when students take an End-of-Pathway Assessment in order to earn an industry-recognized credential in their field of study. In addition to classroom-based instruction, all CTAE programs participate in their respective Career Technical Student Organizations. These organizations help teachers strengthen the academic and technical education components of their programs through integrated lessons and competitive event preparation. Employability skills are emphasized and developed across the curriculum in grades K-12. Topics such as work ethics, accuracy, doing one's best, following directions and task completion are discussed as teachable moments arise in daily instruction. At the elementary and middle school levels, students displaying good work ethics are recognized as Character Kids. CTAE activities are implemented in grades 5-12 and are supported through classroom guidance activities at other grades to help students develop employability skills. At the middle and high school levels, employability skills are specifically taught in CTAE courses and are also reinforced through monthly advisement sessions at the high school. Career interest lessons are supported by the school counseling department in grades 1-5, specifically through grade-level career fairs and in-class activities. School counselors also facilitate the use of YouScience resources to develop career awareness.
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CTAE Coordination

	In collaboration with local workforce development boards, such as the Chamber of Commerce and the Thomas County Development Authority, the district provides several opportunities for students to explore in-demand occupations. Events such as career fairs, job shadowing, industry tours, guest speakers and advisory committee meetings help instructors plan activities that are geared toward career skill development and attainment. The district employs a full-time Work-Based Learning (WBL) coordinator and one school-based WBL instructor. The coordinator conducts advisory committee meetings, attends Chamber of Commerce events, and is a part of the school system's Business and Education Exchange committee. She uses opportunities such as these to meet members of the business community and to establish connections for future site placements. During the year, the coordinator provides opportunities for students to interview for potential positions, explore careers with events like the career fair, job shadowing and industry tours, and evaluates student work by making site visits. Students have the opportunity to participate in Youth Apprenticeship, as well as paid and unpaid work-based learning experiences, tied to their career pathways for academic credit.
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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.	Teachers and administrators use an MTSS approach to resolving situations in which students have repeated behavior infractions. Parent conferences are an important part of this process, at the teacher and administrative levels. Whenever students have multiple disciplinary infractions, administrators involve appropriate district personnel to provide classroom management, counseling and behavior management training and support. Annual school and district improvement processes include data analysis and examination of disaggregated data reports.
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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.	In the spring, rising 9th grade students complete their individual graduation plans and tour the high school campus. Student groups are facilitated by student government representatives with the assistance of the school counseling staff. Open house events are offered to inform parents of available programming and advanced course work opportunities. In FY24, we implemented an elective fair at the middle school level to inform students of the array of class choices and career pathways available at the high school. High school students are informed of dual enrollment and AP courses during the spring academic advisory period. Open house events are hosted to inform parents about available programming and the steps required for student participation. College campus tours organized periodically by school counseling departments. College tours are organized by various programs. Business tours are also part of transition planning for students with disabilities. The special education department is focused on supporting middle and high school transitions by holding transition meetings as part of the IEP process. Special Ed teachers use YouScience and career counseling data to inform transition planning as they implement IEPs.
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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.	Each spring, the district primary school advertises new student enrollment activities. At this time, the district collects enrollment packets for 3 year-olds, 4 year-olds and 5 year-olds in order to plan for the upcoming school year. School tours and open house events allow local day care providers to familiarize students and families with our primary school. The special ed. coordinator and director meet with local childcare providers and health care providers to explain the services available. The district also maintains collaborative agreements with Thomas County Head Start to support the Babies Can't Wait program to support transition of participants to local elementary school programs.
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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.	District and school administrators worked with parents and teachers to determine eligibility requirements based on multiple academic selection criteria. Currently only one school, the Renaissance Center, implements a targeted assistance program. It was determined that all students enrolled in the Renaissance Center will be considered for eligibility. The process for identifying Title I targeted assistance students will be based on a needs based point system in consideration of being previously retained in a grade, special education needs, Lexile scores, previous EOG or EOC scores, and formative and summative teacher assessments.
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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.	Grade-band schools serving students in grades K-8, and Bishop Hall the system's non-traditional school for students grades 8-12, implement Title I school-wide programs. This alignment allows the district to implement instructional programs coherently throughout the system, though strategies may vary by school level. The Renaissance Center for Academic and Career Development implements a Title I targeted assistance program. Remediation, reinforcement, and readiness assistance are offered through intervention periods during the school day, after school programs and summer school sessions for students in grades K-8 who are at-risk of failing ELA, reading or math. The coordination of services provided by federal funds affords each student a higher likelihood of success than would otherwise be possible. Instructional support is provided to raise student achievement, particularly in the areas of ELA and math. Services include: • Use of paraprofessionals to assist in classroom instruction. • Reduced class sizes to improve student achievement in targeted grades and specific subjects by allowing for small group and more individualized instruction. • Pullout services when appropriate. • "Push-in" and "innovative" models where ESOL services are appropriate. • Migrant services. • Computer assisted instruction (Edgenuity). • Accelerated Math and Reading. • Core Academic Instruction. • Professional learning focused on teacher needs to strengthen core academic instruction. Credit recovery is offered for high school students through the use of Edgenuity, and Georgia Virtual School Credit Recovery and through summer school. Remediation, reinforcement, and readiness assistance are also offered to high school students during before and after school sessions. The high school will continue to use a seven period day. A wide array of career/technical programs are available to
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Title I, Part A – Educational Programs

	the high school students including agriculture, audio-video, automotive, business, computer science, early childhood, health science, JROTC, welding, and workforce ready through the PREP (Preparing for Relevant Economic Pursuits) Academy. Student progress is measured throughout the school year using benchmark assessments and universal screeners such as STAR Reading, STAR Math, Star Renaissance and MAP growth. Data is collected and shared with parents in conferences and by way of the student profile sheet that is sent home quarterly. Student achievement is discussed during student-led conferences. Feedback is provided for students and parents through the use of progress reports, report cards, portfolio assessments, student work sent home to parents, Infinite Campus Parent Portal, and end of semester data sheets. All curriculum guides are correlated to GSE objectives. Textbooks are correlated to the state standards. The district science program is enhanced by providing students with real-world experiences with field trips to the Gentian Creek natural habitat. This is a location that allows students to collect data and explore our local ecosystem. Additionally, summer STEAM camps are offered to interested students as a way to increase access to enriching experiences in science, arts, engineering, and math. QBE funds are used to fund the programs and staff required by QBE. In addition, federal funds will be used to supplement QBE funds in order to reduce class size, provide professional learning, and provide additional instructional materials. Funds from Title I, Title II A, Title III, Title IVA, and Title VB will be used to provide professional learning to teachers. Title I funds will be used in a supplementary manner to further reduce class size and to provide additional support services including academic coaches, and parent involvement coordinators. Schools also use Title I funds to purchase high-quality, evidence-based materials to supplement the materials supplied through local and QBE funding. EL students will be served using an innovative, push in, scheduled class, or pullout model based on student need. Two full time certified ESOL teachers are funded locally. Additionally, a third ESOL teacher works 1/2 day as the ESOL district coordinator and 1/2 day as an ESOL teacher. The system uses the Title III program to provide additional support to ESOL instructors and supplemental materials to EL students. Migrant students are also provided services by a paraprofessional and the Region 2 Migrant Education Agency. There is some overlap between ESOL and Migrant students, but services are coordinated to avoid duplications and ensure efficiency. The Thomas County School System does not have any schools for neglected or delinquent students. The Vashti Center is located within the Thomasville City School District. Despite not having any residential
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Title I, Part A – Educational Programs

	facilities that serve neglected or delinquent youth, we do have a strong Student Support Network. The student services coordinator implements the McKinney Vento homelessness grant program to provide support to students experiencing homelessness.
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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.	The Thomas County Migrant program includes the most up-to-date version of the GADOE Occupational Survey in the district enrollment packet. Additionally, at the beginning of the school year, the newest version of the Occupational survey is sent out with back-to-school papers during the first week of school. The Enrollment Office sends completed surveys to the Migrant contact as new students register throughout the school year. Every year, the Migrant Program verifies that every enrolled student has an updated immunization record on file at the school. Immunization records are updated upon enrollment for students new to the district. When students move or change schools during the school year, it is reported to the regional office in Lenox. Immunization record data and departure data are then updated in the appropriate records transfer system. The Migrant Program will use the appropriate records transfer system to notify other school districts (in and out of state) that a Migrant student has just entered their school district. Thomas County will use the appropriate records transfer system to verify if a newly-transferred student was Migrant in a different district (in and out of state).
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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:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the	The Thomas County Migrant Program enrolls 3 year-olds and preschool children in the 3 year-old/preschool program at Hand in Hand whenever possible. Should a parent choose not to participate or if the program is full, the 3 year old or Preschooler will be served according to the family's and the teacher's schedule, typically a thirty minute session every month. Thomas County implements a tutoring program to support qualified MEP students during classroom instruction on a weekly basis. Tutoring is supplemented by offering after school support as well as summer enrichment programming to assist MEP students in achieving their full potential. Out of School Youth (OSY) and drop outs (DO) are served in English support activities or provided with workplace English resources as requested, based on the youth's and the Migrant SSP's schedule. Thomas County is a CEP district, and provides universal free meals to all students during the school year. The Thomas
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Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	County MEP promotes the YMCA summer feeding program to access to meals continues over the summer. The Thomas County Migrant program hosts family night events in the fall and spring each year. Programming is shared with families to teach them how to interact with their children's school and maximize student learning. Thomas County Migrant staff assist families throughout the year by coordinating support as needed. Information is shared regularly with families about the various support services that are available during the school year and over the summer. The Migrant SSP works with families to share information and make connections between family needs and available resources in the community. Information is shared by telephone as well as district social media platforms, the district mass communication system (Remind), printed flyers, and via announcements on the website, which are translated as needed. Summer nutrition programs and literacy initiatives are shared each spring, and during regular community visits. The Migrant SSP works with OSY/DO to share information and make connections between family needs and available health, nutrition, and social services resources in the community. Because OYS/DO operate on a work schedule rather than a school calendar, the SSP establishes monthly check ins to share information, deliver services and offer support.
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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	Thomas County is pleased to report graduation rates for youth with IEP's has exceeded the state targets for the past three years. We are also proud to report that from FY20 to FY25, Thomas County has maintained a rate of positive post school outcomes at greater than 90%. Thomas County offers three transition programs to support our SWD- Project Search (PS), Project LIFE and Supported Dual Enrollment (SDE). Thomas County added Project LIFE 101 and 102 during the FY22 school term. Students with significant cognitive disabilities who require supportive employment assistance are the target group for Project LIFE. PS is a collaborative partnership with Archbold Medical Center, Vocational Rehabilitation (VR) and Thomasville City Schools. PS students complete three internship experiences during the school year at Archbold Medical Center. PS provides the job readiness skills our students need for employment. We are fortunate that several of the current supervisors in several hospital departments are former PS students. SDE is a partnership with our local technical college. SWD who are on track with their credits may take courses at the technical college during their senior year. We provide teacher support while the student is at the technical college. Many of our students earn certificates in programs such as cosmetology and welding. The transition coordinator also works with the coordinator of High School High Tech. We take our students on industry and college tours every year. Additionally, the transition specialist attempts to work closely with Vocational Rehabilitation (VR) staff to get our students added to their caseloads for additional supports. We are consistently working with VR and Easter Seals to provide additional trainings for our students- Driver's Ed, job readiness, and work based learning. Our Post-Secondary Survey data shows that more of our students are getting jobs and/or continuing their educational training. The Special Ed. Director meets with the transition specialists monthly to discuss needs and concerns. Thomas County's transition team, which includes the Special Ed. Director, meets with VR staff monthly in order to ensure smooth coordination of services. Special Ed. Director redelivers professional learning topics from GADOE and GLRS meetings that relate to transition and graduation rate.
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IDEA Performance Goals:

	Regularly scheduled meetings throughout the year also include review of student academic schedules as they monitor progress toward graduation and plan for transition. Our transition specialist also beats the pavement to find job placements for our students. We don't always rely on the outside agencies. When we complete the Post-Secondary survey each year, we also diligently encourage our former students who are not employed to return to school or reach out to VR for additional support. We provide professional learning opportunities for teachers of SWD to attend GADOE, GLRS, MTSS, and Special Ed. conferences related to graduation rate and post-secondary outcomes. Our transition specialist completed the transition endorsement through Middle GA RESA. High school case managers work with their SWD to encourage them to not only take CTAE courses, but also to complete a career pathway while in high school. Teachers of SWD work closely with guidance counselors to review individual student graduation plans. Counselors discuss student results of YouScience aptitude assessments with students as they plan for graduation and CTAE courses. We also have procedures in place for teachers to monitor grades and intervene earlier when students are failing a course so that we can decrease the number of SWD who fail a course. We are working to provide professional learning for teachers on specialized instruction; targeting inclusion and resource teachers. The curriculum department regularly includes Special Ed. teachers in ongoing content related professional learning and vertical alignment planning events during the school year and the summer term. A goal for FY26 is for the transition specialist to continue meeting with all families of our students on an access curriculum in grades 8-12 to review transition options and develop an individualized plan for transition for each student.
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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,	Thomas County serves many of our 3 year old SWD in an inclusive setting. Our faculty and staff pay the local rate for childcare and their children attend the program and serve as typically developing peers for SWD. The students are served at Hand-in-Hand Primary (our PK-K site) all day, five days a week. A full time teacher and the special education teacher teach together in an "inclusion" setting. Our SWD interact with typical developing peers all day long. This is just one of the many benefits for our students and families. We also provide inclusion support for students in our Georgia pre-k classes, and offer several small group classes for preschool children whose IEP teams determine they need this type of service. Because HNH has such a strong reputation of supporting SWD, parents always want their children in the 3 year old program. Currently, we don't have any students in community sites other than Head Start.
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IDEA Performance Goals:

homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	However, we do collaborate with our child care providers when a need arises with a student. We provide as much support as the student needs. Sometimes we consult and other times we encourage parents to make a referral. Thomas county PK/K screenings also help find students with delays. The Special Education Director meets with the pre-school coordinator and Hand-in-Hand Primary Principal on a regular basis to make sure our students' needs are being met. The Special Education Coordinator also meets with the Head Start Director to ensure continuity of services. The Special Education Coordinator provides training to local daycares and community pre-school sites on a variety of topics each year. We make sure our community members know how to make referrals and get support for our students in need. We also provide professional learning opportunities for our teachers of SWD to attend conferences related to the social and emotional growth of pre-school aged students. Our pre-k parents are invited to any training our department offers including transition. Some of the trainings are school based and some come from our department. Thomas County uses a variety of screeners such as checklists and norm-referenced assessments. We advertise regularly in the community. We also provide Child Find brochures that are placed around our community. We communicate and provide information on a regular basis to our community stakeholders such as doctor's offices, pre-school programs and daycares. We are constantly working to increase the number of preschool SWD served in a regular classroom by having a continuum of placements available. Some students benefit from additional time in pre-k to work on readiness skills. The Pre-K program will expand to accommodate an additional inclusion class in FY26. We also work with our L4GA partners to provide instruction and support to parents of children ages birth to 5 in our district.
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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	We provide training to our special education teachers throughout the school year. Special education teachers spend an entire day of pre-planning focused on preparing paperwork and receiving training on changes to policy and procedures. We use GO-IEP to identify teachers who need additional assistance using the reports in GO and information from those who serve as LEA representatives in IEP meetings. One professional learning focus related to improving the specialized instruction we provide to SWD and improving teachers' understanding of the eligibility process and requirements. Both of these require quality data collection. Data collection is monitored by data notebook checks by the Special Education Director and Coordinators two times each year. Thomas County hired an additional Special Ed coordinator to monitor district FAPE and LRE goals. We are very fortunate to offer the continuum of services at our schools. We have developed and use many checklists and forms to ensure
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IDEA Performance Goals:

with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	consistency across schools. For example, before moving a student to a more restrictive setting the IEP team must complete a checklist and ensure adequate data is available to support the change. Our Policies and Procedures Manual is available in both hard copy and electronically for teachers to reference. The Special Education Director continually studies our data. We use all of the data in the GO-IEP dashboard, FTE reports, Student Record, and our local data. We have access to a program called USHA that helps us with sorting through grades, attendance and behavior. The Special Education Director also pulls reports every month on discipline of the IEP and 504 students. We are constantly looking at the data. The results and areas of concern are addressed with all of our stakeholders. This data helps us plan our professional learning. We also offer an extensive new teacher training. The new special education teachers attend a day of training on IEP writing and GO-IEP usage, and another half-day training about eligibility and understanding psychological reports. Then the new teachers meet monthly for the rest of the year to review topics such as LRE, data collection, transition, and other topics as relevant. The Special Education Director works with coordinators to provide this training. All special education teachers receive professional learning each month in their special education department meeting. If there is something that requires more time, the Special Education Director redelivers during the teachers' planning times. Teachers who work with SWD are informed about their accommodations and modifications by having access in GO-IEP, as well as by being provided hard copies of this information from the case manager. Teachers sign off at the beginning of the year that they have received this information. All teachers and bus drivers of SWD who have Behavior Intervention Plans are also provided copies of the BIP. Training is provided to teachers several times each school year on conducting FBAs with fidelity and writing quality BIPs by the Behavior Interventionist. Individual assistance is provided to teachers on this process if needed. Training is also provided for appropriate staff members on de-escalation techniques using the Mindset program. Teachers who do not meet expectations are required to attend technical assistance meetings in order to learn strategies to complete required tasks efficiently. Special education department has a manual to support training and communicate job duties. The manual includes supervision assignments and monitoring timelines for each area.
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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	We revise our Policies and Procedures manual annually based on state, federal and local policies. All of the LEAD special education teachers and district office staff work together each summer to update it based on any changes from the federal or state government. The Special Education Director attends trainings from GADOE whenever they are offered and redelivers the information at the monthly LEAD meetings, special education department meetings, and administrative meetings. We will continue our new teacher induction program to support and train our new teachers on policies/procedures and writing compliant IEPs. All new teachers are also provided with a mentor teacher who can assist them with compliance requirements. Assistance is also offered to new teachers from LEAD teachers and Special Education Coordinators. The district will continue the supervision and monitoring of our policies and procedures by using GO-IEP. Reports are pulled on a weekly and monthly basis to plan ahead and check for compliance. When teachers are out of compliance, there are different levels of support, including an email, a visit from the coordinator, or attending a required technical assistance session offered monthly. In some cases a Professional Learning Plan is implemented as part of the TKES evaluation system. The director collaborates with the colleagues from other school districts by attending GLRS meetings each month. Meeting topics feature discussion of best practices and procedures. Meeting content is discussed with district leaders and plans are formulated for implementation.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of FY25 Title IV, Part A funds.”

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)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Overarching Need 1, Action step 1. Fieldtrips. Continuing. Field trips to the Coastal Marine Lab, Cheehaw Park, and Aunt Louise's Farm for preschool students and a local history field trip for 8th grade Georgia History students. Students will demonstrate 5% or more improved mastery on pre-post test measures. Overarching Need 1, Action step 1. Fine Arts Performances. Continuing. Performances and interactions will be implemented with our 2 elementary schools 4 times in the school year. Students will demonstrate 5% or more improved mastery on pre-post test measures. Overarching Need 1, Action step 1. Band instruments. Continuing. We intend to purchase band instruments that will increase the opportunity for more students to participate in Fine Arts instruction. The intended outcome of additional band instruments is an increase in the number of students scheduled in fine arts classes. Overarching Need 1, Action step 2. Technology resources. Continuing. Provide computer science resources to the elementary school allowing students to develop interest and proficiency in a career pathway offered at the middle and high school level. Students will demonstrate 5% or more improved mastery on pre-post test measures. Overarching need 1, Action step 4. Use of Data PL. Continuing. Teachers will participate in professional learning to acquire strategies for making data-based flexible groups and providing targeted instruction to maximize student learning. School-level screening data will reflect increased grade level proficiency as a result of the flexible grouping strategies.
B. Safe and Healthy (SH)—Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Overarching Need 3, Action step 5. GEMA safety conference. Continuing. Pay registration fees and travel expenses for school administrators to participate in the annual Georgia Emergency Management Association safety conference. The intended outcome is an updated annual safety plan and keep schools functioning safely. Overarching Need 2, Action step 1 & 2. Behavior management PL. Continuing, Teachers, counselors and administrators will participate in professional learning in the areas of conscious discipline, classroom management, and communication. School-level data will remain the same or show a reduction in class removals for ISS or OSS. Overarching Need 2, Action step 7 SBHCL. Continuing. Employ a School-Based Health Care Liaison to facilitate transportation to connect students with timely health care services at the school-based health clinic. Students will have greater than 50% return to school rate

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)

	following service at the school-based health clinic. Overarching Need 2, Action step 5 & 6. Contracted Mental Health Services. Continuing. Contract with Georgia Pines for mental health counselors to be assigned to schools and provide counseling and referral services. School-level discipline data will reflect consistent or reduced rate of behavior infractions, based on the availability of mental health services.
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C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Overarching Need 1, Action step 9. ET stipends. Continuing. Teachers will be allowed to refine their training on effective uses of technology in the classroom by completing online training modules. Training will also include attendance of the GAETC conference held in the fall of 2025. School-level screening data will reflect increased grade level proficiency as a result of the incorporation of instructional technology in lessons.
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D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	Thomas County does not intend to use Title IV funds to make infrastructure purchases in FY26.
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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.	The district hosts a System level Parent Advisory Council meeting in the fall and spring of each school year for the purpose of on-going consultation with its stakeholders. The spring plan revision process implemented at the district and school levels also includes feedback sessions with stakeholders. New stakeholders are invited to join these feedback sessions as a routine. Ongoing consultation with community-based stakeholders takes place twice annually. The district solicits feedback and input on the implementation and success of current initiatives. In the spring, stakeholders are engaged in needs assessment processes that will impact future projects in the district.
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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, Maintain Activities/Strategies.
Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The data variable for this indicator is student achievement on State required testing, and the equity intervention is the provision of targeted professional learning. The district implemented a comprehensive professional learning calendar for all staff to receive training and ongoing support in their content areas (Equity Gap 1). Professional Learning focused heavily on analysis of common assessment data and the use of data to inform instructional changes. Despite declines in Milestone data for EOG and EOC courses, professional learning has mitigated the impact of implementing a new curriculum on student achievement. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap 1.
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, Maintain 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 is student achievement and support the retention of effective teachers and effective school leaders. The data variable for this indicator is teacher retention rate, and the equity intervention is the provision of professional learning by way of the new teacher induction program and funding of a 50% curriculum coordinator. The support provided by the New teacher induction program and the curriculum coordinator has resulted in improved teacher retention rates. In FY25 it was to 97%. The district considers this to be an effective strategy, and intends to continue to implement this strategy in the coming school term to address Equity Gap 2.
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, at a high-level, summarize the identified needs of private schools as discussed in initial consultation meetings. Strategies and interventions selected to address these needs will be included in current year program budgets and discussed in ongoing consultation. (Note: Equitable Services budget submissions that impact allocability or the LEA's ability to meet statutory requirements may necessitate sharing additional information with program staff.) (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