



# Comprehensive Needs Assessment 2025 - 2026 District Report



## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Denise Warnock
Multiple Program(s)	Federal Programs Director	Anetria Edenfield
Multiple Program(s)	Curriculum Director	Stefanie Mason
Multiple Program(s)	School Leader (#1)	Gail Greenway
Multiple Program(s)	School Leader (#2)	Sarah Tapley
Multiple Program(s)	Teacher Representative (#1)	Andrea Davis
Multiple Program(s)	Teacher Representative (#2)	Cindy Riner
McKinney-Vento Homeless	Homeless Liaison	Dionne Gamble
Neglected and Delinquent	N&D Coordinator	Anetria Edenfield
Rural	REAP Coordinator	Anetria Edenfield
Special Education	Special Education Director	Demita Hubbard
Title I, Part A	Title I, Part A Director	Anetria Edenfield
Title I, Part A	Family Engagement Coordinator	Anetria Edenfield
Title I, Part A - Foster Care	Foster Care Point of Contact	Dionne Gamble
Title II, Part A	Title II, Part A Coordinator	Anetria Edenfield
Title III	Title III Director	Anetria Edenfield
Title IV, Part A	Title IV, Part A Director	Anetria Edenfield
Title I, Part C	Migrant Coordinator	Anetria Edenfield

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Jansen Ware
Multiple Program(s)	Testing Director	Anetria Edenfield
Multiple Program(s)	Finance Director	Danielle Renew
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Stefanie Mason

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Dionne Gamble
Multiple Program(s)	Principal Representatives	Sarah Tapley
Multiple Program(s)	High School Counselor / Academic Counselor	Angela Hooks
Multiple Program(s)	Early Childhood or Head Start Coordinator	Megan Simonin
Multiple Program(s)	Teacher Representatives	Lane Cardell
Multiple Program(s)	ESOL Teacher	Andrea Davis
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Anetria Edenfield
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	Valorie Watkins
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	Stefanie Mason
Title II, Part A	Bilingual Parent Liaisons	Jessica McVey
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Cherie Hooks
Title II, Part A	Local Elected/Government Officials	Kristin Hall
Title II, Part A	The General Public	Ken Warnock
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	Alexandra Flowers
Title III	Representatives from Businesses Employing Non-English Speakers	Don Flanders
Title IV, Part A	Media Specialists/Librarians	Livia Daniel
Title IV, Part A	Technology Experts	Stacey Barber
Title IV, Part A	Faith-Based Community Leaders	John Durden

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Anetria Edenfield
Title I, Part A	Parent Representatives of Title I Students	Anna Powell
Title I, Part A - Foster Care	Local DFCS Contacts	Kimberly Davis
Title II, Part A	Principals	Rob Gray
Title II, Part A	Teachers	Cindy Riner
Title II, Part A	Paraprofessionals	Brandi Akridge
Title II, Part A	Specialized Instructional Support Personnel	Rachel Burkhalter
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Ken Warnock
Title III, Part A	Parents of English Learners	Amy McBride

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Sonya Ross
Multiple Program(s)	Technical, College, or University Personnel	Mitchell Fagler
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Jill Scarboro
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Megan Simonin
Migrant	Migrant PAC Members	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	Tamra Allen
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	NA
Migrant	ABAC MEP Consortium Staff	NA
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	Anthony McCastle
Special Education	Parents of a Student with Disabilities	Renecci Hampton
Special Education	Parent Mentors	Trena Houston
Title II, Part A	School Council Members	Guy Singletary

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team was developed to address concerns from the perspective of representatives from all of our federal programs and subgroups. Invitations were extended to parents and stakeholders to offer input and provide feedback during the planning process and again when the assessment was completed.
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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 were given an opportunity at the Annual Title I Parent Meeting to offer input into plan. The completed plan was presented at several locations during our annual Open House to allow feedback and input. The document was also available at our Central Office for an announced, advertised time to allow input. School plans will also be posted on the system website for availability to parents and stakeholders.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.07
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.	2.13
<p>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 <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.</p>	

## 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
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.	2.02
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.98
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
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
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.	1.98
<p>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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.13
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.	2.07

## 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.	2.13
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
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.	2.13
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> 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.	2.1
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.13
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
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.	2.13
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> 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.	2.04
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.	2.1
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.13
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> 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.	2.04
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.13
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.	2.07
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.	2.13
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.07
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.	2.13
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.07
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 <a href="#">LKES 2024-2025 Implementation Handbook</a> 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.	2.04
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
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.	2.02
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.98
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
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
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.08
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.	1.98
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.	2.1
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.04
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 <a href="#">TKES 2024-2025 Implementation Handbook</a> 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).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Personnel and Parent Survey Results. Surveys sent to parents, faith-based leaders, community members, and business leaders in the district, and Student Health Survey 2.0, and 2024 Climate Surveys!--a=1--</p>
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<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Parent perceptions on Parent Involvement and those of Personnel continue to differ. Parents indicate they are involved while personnel do not feel that the majority of our parents are actively involved in school events and student learning. After reviewing the data, the committee feels this can best be explained by the group of parents that actually completed the Parent Survey. Most of the parents completing the survey are the parents that are involved. Personnel survey results are addressing the other parents in our district. Both sets of results agree that the majority of teachers have high expectations for their students and that students and teachers feel safe within our school buildings. Perception ratings from surveys done by people outside of the system are ranked higher than the ratings from system employees. Both groups feel that we are moving in a positive direction and feel a need for more rigor as well as STEM/STEAM, CTAE, and fine arts opportunities to better prepare students indicating that more focus needs to be put on these areas as well as professional learning to enhance instructional practices and technology integration. For the most part Student Health Survey results indicate that students feel safe in our schools, however continued initiatives to improve safety and drug awareness activities are needed. Students are showing a continued need for mental health resources and in turn continued training to keep staff up to date on current issues, resources, and strategies. Survey results also indicate that our students are not physically active at school or a home, therefore there is a need for more professional learning for our physical education teachers to learn creative and stimulating ways to involve students in physical activities. Supplies to support these strategies are necessary for this initiative to be effective. We are aware of the impacts of COVID are still being felt by our students and families. More intense support and focus on emotional health is needed. !--a=1--</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Attendance Data, Behavior Referrals, PBIS records, CHINS records, Extra Curricular Records, Parent participation in family engagement events.!--a=1--!--a=1--</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Attendance rates have improved as well as behavior referral numbers. PBIS implementation has had a positive impact on student behavior. CHINS meetings have allowed us to attempt to address needs of students and families that have impacts on attendance and behavior. Parent participation was up this past year and we attribute this to the convenience of virtual meetings and will continue to offer this as an option even though we are planning to return to our face-to-face format. Student involvement in extracurricular activities continues to be a strong trend for all of our schools.!--a=1--!--a=1--</p>
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<p>What achievement data did you use?</p>	<p>Georgia Milestone Results, MAP Assessment Records, Local Unit Assessments, Report Card Data, RTI data, ACCESS Results, GLIMPSE Data!--a=1--!--a=1--!--a=1--</p>
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<p>What does your achievement data tell you?</p>	<p>District continues to show trends of an increase in the number of students scoring at Developing Learner and above on the Georgia Milestone Assessments, however literacy and basic math skills continue to be a challenge for our students. Unit Assessments continue to be a challenge to make sure that assessments have proper rigor. Report Card data shows that there is a disconnect between the number of students making honor roll but not scoring comparable on state assessments. Glimpse data also demonstrates that this is an issue for our district. MAP Results can be used as a predictor for Milestone performance and interventions need to be in place based on MAP scores RTI data shows that we still have a percentage of students that are not on grade level and need interventions in order to perform grade level expectations.</p> <p>!--a=1--!--a=1--!--a=1--</p>
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<p>What demographic data did you use?</p>	<p>School Enrollments, Subgroup Assessment Results, Subgroup Attendance Data!</p>
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<p>What does the demographic data tell you?</p>	<p>There is still an achievement gap between Black and White students. SWD are scoring significantly lower than like-peers. The white subgroup has poorer attendance rates than other subgroups. Economically Disadvantaged students also score lower than the All Students category.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

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

##### Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>TKES scores show there is room for growth in the instructional standards. The district has implemented many research-based strategies and the district has made progress evaluating implementation.</p> <p>Student achievement data trends show there is a gap in assigned grades and assessment results.</p> <p>Teachers have data at their disposal, however many are not actively using the data to guide instruction.</p> <p>School leaders need professional learning opportunities to enhance their skills as instructional leaders in their schools.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>To support the identification of needs the district should continue SILT, DILT meetings as well as the school autonomy given by the Superintendent in order to allow differentiation by school needs. Administrative team will also participate in professional learning to enhance climate as well as strengthen their skills as a building leader. There should be a continued focus on disproportionality and collaboration. Having an instructional coach in each school has strengthened the district's ability to use systematic approaches to address concerns and implement new ideas. The system will continue to focus on the goals of the strategic plan while working to make sure all decisions align to our mission, vision, and core beliefs.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>To address professional capacity the district will continue striving to recruit and hire staff that meet professional qualifications as well as having IC's in each school to support continued professional growth. The schools will continue using TKES professional learning goals as a tool when creating PL plans for the year. Specific professional learning is necessary for Instructional Coaches, Intervention Specialists, Data Coaches and Data Clerks in order to effectively fulfill their job responsibilities.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All schools actively seek ways to involve the community and parents in the school day. While many programs and strategies are used, as a district we still struggle with parent participation at the 6-12 level. Continued use of email, Finals site, Infinite Campus Messenger, Parent Portal, and Social Media allows for communication with parents even when they do not attend school events. The district is recognizing that all parent involvement does not have to be on the school grounds. Through technology, many parents feel updated and connected to all aspects of their student's school experience. The system has the School Pointe app and will continue to improve communication with parents. Schools will continue to offer both in person and virtual options this school year. We have transitioned to a brick and mortar Parent Resource Room to a Mobile Bus - Technology Center to provide easier access. This bus travels on weekends and afterschool hours to locations throughout the county to allow for visits. We have a parent resource liaison that will visit schools to help find ways to increase parental involvement.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A major concern is the difference ways that personnel and parents view parent involvement. Disproportionality in discipline is a major concern that needs to be addressed. There is a need for a mentoring program for the principals and AP's in the district to enhance their ability to enhance student learning and staff performance. The system is building a new teacher mentoring program and partnering with GOSA to provide opportunities to strengthen new teachers. The schools will implement new attendance protocols in improve attendance habits of students, families and staff.</p>

## Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district has many systems in place to meet the needs of all learners including alternative school for discipline issues, RTI processes to insure students are receiving appropriate services, and programs such as Dual Enrollment and credit recovery. ECBOE's average expenditure per student is \$10,848 while averaging over 63% of the students enrolled qualify for free/reduced lunch. Many factors including lack of industry, level of education of parents, high unemployment, and low tax returns impact the financial patterns of our district.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>There is a positive trend in the percentage of students moving from beginning learners to developing learners, however the data shows that the district needs to increase the percentage of students in the distinguished and above categories. Literacy and basic math computation continue to hinder students from making major strides in achievement. Subgroups are not meeting state or subgroup targets. Overall, Lexile scores are increasing in the district however the majority of students are not meeting CCRPI Lexile targets. Continued focus on professional learning is necessary for teachers to use data effectively, differentiate for all students, and create rigorous, standard-based local assessment.</p>
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## IDEA - Special Education

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

<p>Strengths</p>	<p>A strong RTI/MTSS plan has been developed that ensures appropriate sped placements. Over the past 5 years increases in co-teaching have allowed identified students access to grade-level curriculum. Professional Learning for Sped teachers has addressed topics regarding specific areas of sped such as: differentiation, evidence-based interventions, and PBIS.</p>
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## IDEA - Special Education

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

Challenges	<p>SWD subgroups continues to perform significantly lower on state assessments than like peers. Finding sped teachers that meet professional qualifications is becoming increasingly difficult.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>All schools and the district use allocations to meet the needs of our disadvantaged students. Technology, software, remedial classes, as well as funding for instructional coaches, academic coaches and reduced-class size teachers have strengthened the academic experience of all students.</p>
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Challenges	<p>Our students continue to perform below state average in many areas. All schools are continuing to use data to address student needs and offer remediation as well as enrichment services.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Foster Care

Strengths	We will continue to implement our Foster Care Transportation Plan and insure that any gaps that occur because of student placement will be addressed.
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Challenges	The large land area of our district can create challenges for transportation if a need arises for foster children.
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## Title I, Part A - Parent and Family Engagement

Strengths	<p>Title I Parent Input Meetings revealed that parents feel that Parent Involvement Set-Aside has been used well to provide the resources in the Parent Resource Room as well as the manager of the room that is available to assist parents and students. Moving the Parent Resource Center and creating extended hours was a positive move. Our parents feel that the center will get more use if we continue to host events in the center as well as advertise the center within our schools. Parents feel that the various forms of communication are more than adequate to address the needs of parents and families. Family oriented events like Family Reading Night, Science and Math Night, etc. are very popular among parents. Parents expressed the need for consistency among visitor procedures at all schools.</p>
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Challenges	<p>While all schools have a consistent group of parents that support the events at the school, ways to reach out beyond this core group would help to more effectively collaborate with all parents. At the elementary schools there is challenge to promote safety practices in the building while welcoming parents into classrooms. Parents feel high school use of technology to communicate with parents should be done at all levels because it is more effective than "Friday Folders" used at the elementary levels. Since COVID, schools have made adjustments by offering virtual opportunities and using Kinvo communication system to</p>
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Title I, Part A - Parent and Family Engagement

	<p>keep parents up-to-date and informed about school events.</p>
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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	<p>The Emanuel County School system is part of the ABAC Consortium and most services are provided through this partnership. The manager of our Parent Resource Room is also our system interpreter. He works closely with families to make sure they are receiving necessary services and continues to work with the parents through our parent involvement opportunities.</p>
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Challenges	<p>The number of migrant students in our district has declined over the past 2 years. We are now in the consortium and not able to provide tutor to our students</p>
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	<p>The district used N &amp; D funds to provide a tutor for the students that live at Herrington's Homestead: Georgia Sheriff's Youth Home. The tutor is able to provide after school, individualized instruction for students as well as bridge activities during school breaks.</p>
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Challenges	<p>The N &amp; D population can be more transient than the overall school population. Many times due to home situations, students are academically behind and can suffer from emotional issues that interfere with academic endeavors. COVID reduced the number of students being served in our local facility. We are just now seeing an upswing in numbers and hope to be back at capacity as the school year begins. The computers at the facility are old and outdated. This year we see a need to provide Chromebooks for the tutor to use in her sessions to make the program more effective.</p>
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## Title II, Part A - Supporting Effective Instruction

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

Strengths	<p>100% transfer of FY26 Title II funds.</p> <p>Every school having an instructional coach that provides job-embedded, personalized professional learning is a definite strength. In addition to Instructional Coaches the district will provide K-12 Reading Specialists as well as a K-12 Math Specialist. The incorporation of teacher leaders in GOSA training has strengthened district and school initiatives and provided a more balanced view of district needs. This year building administrators as well as teacher leaders will continue to participate in GOSA mentoring programs. All employees will also be involved in book studies to encourage leadership development. Experts in math implementation and teacher evaluations will provide training to teachers and school administrators.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>Large percentage of teachers meeting professional qualifications as well as in-field status strengthen district's ability to insure equitable access to effective educators. Student Growth Percentiles data for all teachers assist schools in determining effective of educators, as well as results of assessments, both local and state.</p>
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Challenges	<p>Our rural district struggles to find teachers meeting professional qualification in high need areas such as secondary math and special education. This impacts the districts ability to insure equitable access to effective educators.</p>
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## Title V, Part B - Rural Education

Strengths	<p>Resources funded through Title VB such as GYSTYC membership, Unify Software for District Assessments, Edgenuity for credit recovery, after school learning opportunities for students and enhanced technology in all schools.. The system continues to make school safety a priority. The district has installed and is maintaining a system that will provide technology that has crisis alert and classroom video streaming to increase security. Addressing professional development needs as well as enhancing our MTSS, STEAM, art, PE and Music programs have been effective uses of funds.</p>
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Title V, Part B - Rural Education

<p>Challenges</p>	<p>Due to the land mass of the county, providing after school learning opportunities without being able to offer transportation to students is a challenge. Resources are needed to further support positive school climate and safety. The system needs a better system to secure access to building for visitors that will maintain the safety of the students. Additional support for the well-being (student mental and physical) is needed. Although music is provided or offered to students in all schools and visual arts at the secondary level, the programs need improvements through various innovative approaches to strengthen serving the whole child. STEM and STEAM opportunities have not been made available in the past and is needed. Career clusters and pathway support through community and post-secondary collaboration is needed to better prepare students for workforce.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Increases need to be realized for all students, but a particular emphasis should be on SWD, EL, and ED subgroups.
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Overarching Need # 2

Overarching Need	Providing all staff with evidenced-based professional learning.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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Overarching Need # 3

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

Additional Considerations	!-a=1--!-a=1--!-a=1--
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Overarching Need # 4

Overarching Need	Increased Parental Involvement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	!-a=1--!-a=1--!-a=1--
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Improve student achievement**

Root Cause # 1

Root Causes to be Addressed	High percentage of students are not meeting state achievement targets
This is a root cause and not a contributing cause or symptom	No
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

Additional Responses	!-a=1--!-a=1--!-a=1--
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Root Cause # 2

Root Causes to be Addressed	Remediation, and enrichment opportunities are necessary to meet the individual needs of all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education 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

Root Cause # 2

Additional Responses	!-a=1--!-a=1--!-a=1--
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**Overarching Need - Providing all staff with evidenced-based professional learning.**

Root Cause # 1

Root Causes to be Addressed	Individualized, evidenced-based PL must be offered to all staff
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 III - Language Instruction for English Learners and Immigrant Students

Additional Responses	IC's in each school will provide professional learning based on needs of staff at each school and district/school initiatives. Additional PL opportunities will be sought outside of the district to address needs of staff.!-a=1--!-a=1--!-a=1--
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**Overarching Need - Increase graduation rate**

Root Cause # 1

Root Causes to be Addressed	Beginning early in school career more individualized instruction, credit recovery, and better formative assessments are needed to find areas of weakness in students and signs of being a potential drop out.
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 - 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 Others :

Root Cause # 1

Additional Responses	!-a=1--!-a=1--!-a=1--
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**Overarching Need - Increased Parental Involvement**

Root Cause # 1

Root Causes to be Addressed	Improve communication with parents and community stakeholders at all 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

Additional Responses	!-a=1--!-a=1--!-a=1--
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# District Improvement Plan 2025 - 2026



DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	High percentage of students are not meeting state achievement targets
Root Cause # 2	Remediation, and enrichment opportunities are necessary to meet the individual needs of all students.
Goal	More individualized instruction will be implemented in order to meet the needs of all learners to show at least a 3% increase in the percentage of students earning proficient or higher scores on GMAS for the Spring of 2026.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics
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 interventions	EI-10 Equitable allocation of academic resources to students





Action Step # 2

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Mill Creek Foundation and Nordson Corporation serve as community partners to provide additional financial assistance to provide students with supplies to enhance instruction. Georgia Youth Science and Technology Center (GYSTC) provides materials and PD to students and teachers. East Georgia State College's Correll Scholar's program provides tutoring in the school district. Swainsboro Technical College assist in industry partnerships with the district.
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Action Step # 3

Action Step	CIS 4-Incorporate a variety of software options to enhance instruction and assessing of students.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Each school will monitor implementation of software and the fidelity in which the program is being administered.
Method for Monitoring Effectiveness	Each school will annually evaluate software for effectiveness using usage reports and student data from software programs and have evidenced-based documentation on file





Action Step # 5

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	GYSTC activity and attendance logs
Method for Monitoring Effectiveness	GYSTC activity and attendance logs and parent surveys
Position/Role Responsible	Asst. Superintendent, Building Administrators, Teachers
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)?	East Georgia State College provides a site for the GYSTC offices which make participating in events and using resources convenient for our school system. Schools have access to a variety of lab kits supporting science/STEM and professional development opportunities are provided to teachers.
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Action Step # 6

Action Step # 6

Action Step	CIS 4: Provide resources for STEM/STEAM, music, CTAE courses, environmental science, technology, art and physical education. School Connect will be used by our middle and high schools to provide modules to students on Supportive Learning Community, Developing Self-Awareness and Self Management, Building Relationships and Resolving Conflicts, and Preparing for College and the Workforce. Child Health software will be used to prevent child abuse, neglect, bullying and provide career exploration. All of these efforts are to prepare well-rounded students.
Funding Sources	Title I, Part A Title III, 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 Effective Leadership
Method for Monitoring Implementation	Observation data will be reviewed to determine if resources are being used in an effective manner.
Method for Monitoring Effectiveness	Observation data will be reviewed to determine if resources are being used in an effective manner.
Position/Role Responsible	Building Administrators, Federal Programs Director, Special Ed Director, CTAE Director
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

Action Step # 6

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>The CTAE Advisory Council will be updated on implementation at least 2 times per year and will also provide input into planning for the upcoming school year.</p>
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Action Step # 7

<p>Action Step</p>	<p>SLE1: To ensure a supportive learning environment by maintaining order and safety for all staff members and students by implementing PBIS, offering resources to address mental and physical needs of all learners, and conduct drug awareness activities will be provided for the students during our Red Ribbon Week.</p>
<p>Funding Sources</p>	<p>Title I, Part A Title V, Part B</p>
<p>Subgroups</p>	<p>N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Review PBIS activities</p>
<p>Method for Monitoring Effectiveness</p>	<p>Review PBIS logs and counselor input to determine effectiveness</p>
<p>Position/Role Responsible</p>	<p>Building Administrators, Teachers, SILT members, counselors</p>
<p>Evidence Based Indicator</p>	<p>Strong</p>

Timeline for Implementation      Quarterly

Action Step # 7

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The CTAE Advisory Council will be updated on implementation at least 2 times per year and will also provide input into planning for the upcoming school year.
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Action Step # 8

Action Step	EL 3- Additional teachers will be provided to reduce class size and implement evidence-based strategies
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Class size and enrollment will be monitored for implementation.
Method for Monitoring Effectiveness	RAMP will be reviewed for compliance. Georgia Milestone Assessment Data for grades 3-12 and MAP data for grades K-2 will be reviewed to determine effectiveness of class size reduction teachers.
Position/Role Responsible	Federal Programs Director, Building Administrators
Evidence Based Indicator	Moderate

Action Step # 8

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)?	None
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Action Step # 9

Action Step	PC 2,4- Continued professional development opportunities for teachers at all grade levels to enhance and improve instruction and unit assessments as well as gifted, ESOL and reading endorsements.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Annual review of PD logs MAP Data, and GMAS scores will be used to measure student achievement gains.
Method for Monitoring Effectiveness	Admin walk through data and TKES data will be used to determine if PD strategies are being implemented with fidelity. Annual review of all school









Action Step # 13

Action Step	PCE 2- Instructional Coaches, Data Coaches, Intervention Specialist, MTSS Paraprofessionals will participate in professional learning in order strengthen their knowledge in order to be more effective in their positions.
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, Redelivery Materials
Method for Monitoring Effectiveness	Artifacts showing redelivery and data from each job category to show work completed
Position/Role Responsible	Principals, MTSS Coordinator. Asst Superintendent
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1-- !-a=1--
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Providing all staff with evidenced-based professional learning.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Individualized, evidenced-based PL must be offered to all staff
Goal	Provide at least four individualized evidenced-based professional learning to all staff by the end of the 2025-2026 school term.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
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 interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	CIS 4- All staff members will participate in at least 2 evidenced-based professional learning opportunities per semester.
Funding Sources	Title I, Part A Title III, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Sign In Sheets, agendas, PD materials.
Method for Monitoring Effectiveness	Admin walk-through data to determine effectiveness of implementation.
Position/Role Responsible	Building Administrators, IC's
Evidence Based Indicator	Moderate

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)?	First District RESA, Georgia Southern University, East Georgia State College GAEL, and Corwin will provide PD opportunities for teachers or locations for PD opportunities. Title VB PD opportunities address the topics of mental health, PE instructional strategies to promote movement and physical activity, evidenced-based instructional strategies for STEM/STEAM schools, and evidenced-based instructional strategies to promote enhanced instruction in all classrooms. The CTAE Advisory Council will be updated on implementation at least 2 times per year to progress monitor program and will evaluate program effectiveness and provide input into planning for the upcoming school year.
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Action Step # 1

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Action Step # 2

Action Step	EL 2, PC 2,4 -School and District Leaders will conduct a book study and have a speaker with all staff to improve climate and instruction in our schools and our district, as well as build teacher leaders.
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	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Review participation rosters to ensure all schools are participating.
Method for Monitoring Effectiveness	Team goals will be monitored for effectiveness and review during Superintendent impact checks
Position/Role Responsible	Superintendent, Asst. Superintendent, Team members
Evidence Based Indicator	Strong

Timeline for Implementation

Quarterly

Does this action step support the selected equity intervention?

Yes



Action Step # 3

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

Action Step	FCE 2-Teachers will complete one activity on building their capacity to engage with families from the list of resources provided by GADOE Family-School Partnership Program.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Sign In sheets will provide artifacts for monitoring,
Method for Monitoring Effectiveness	Parent surveys will determine effectiveness
Position/Role Responsible	Building Administrators, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 4

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 # 5

Action Step	SLE 1-Professional Learning on safety and emergency procedures will be conducted at each school
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agenda, sign-in sheets,
Method for Monitoring Effectiveness	Review of drills to determine effectiveness
Position/Role Responsible	Building Administrator, Director of Operations
Evidence Based Indicator	Strong

Action Step # 5

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

Action Step	PCE 3-Provide a mentoring program for new building administrators and new teachers.
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 Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign in Sheets and agendas
Method for Monitoring Effectiveness	Retention Reports





## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase graduation rate
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Beginning early in school career more individualized instruction, credit recovery, and better formative assessments are needed to find areas of weakness in students and signs of being a potential drop out.
Goal	To address attendance issues and monitor students through MAP, MTSS, and Credit Recovery in order to improve graduation rates by 3% in accordance with the system Strategic Plan.

## Action Step # 1

Action Step	CIS 1-4- Implement an effective MTSS program to address student needs
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
Method for Monitoring Implementation	Review records for placement and changes in RTI continuum
Method for Monitoring Effectiveness	Review records to determine student movement through the tiers
Position/Role Responsible	MTSS Coordinator, Building Administrator, MTSS Teachers
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	CIS 1-4 - Provide Credit Recovery software for students that have the potential to graduate
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
Method for Monitoring Implementation	Credit Recovery Rosters
Method for Monitoring Effectiveness	Graduation rates of students enrolled in credit recovery
Position/Role Responsible	Counselors, Building Administrator, Credit Recovery Facilitator
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	EL 2 and EL5-Provide MTSS Intervention Specialist in each school
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	RTI data
Method for Monitoring Effectiveness	Review records to determine student movement through the tiers
Position/Role Responsible	RTI Coordinator, Building Administrator
Evidence Based Indicator	Strong

Action Step # 3

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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	EL 1,2 5- Monitor MAP, Lexile Scores, 9th grade failure reports, Summative and Formative Local Assessment data & GMAS results to target students that are at-risk for dropping out of school.
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	Effective Leadership
Method for Monitoring Implementation	Reports will be monitored in SILT meetings 3 times per year to determine focus groups
Method for Monitoring Effectiveness	Review dropout reports to determine effectiveness
Position/Role Responsible	Building Administrators, SILT Team

Action Step # 4

Evidence Based Indicator	Strong
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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 # 5

Action Step	EL 1, 4 -PBIS implementation, will be used to decrease the number of classroom removals due to behavior.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	BASE and PBIS records will be monitored for implementation

Action Step # 5

Method for Monitoring Effectiveness	Discipline records will be reviewed to determine if classroom removals decreased.
Position/Role Responsible	Building Admin, BASE Facilitator
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)?	The CTAE Advisory Council will be updated on implementation at least 2 times per year and will also provide input into planning for the upcoming school year.
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Action Step # 6

Action Step	SLE 2, FCE 3,4- Implement Checkmate Pro & Campus Messenger and curriculum in all schools to to influence attendance and behavior habits of families, students and staff.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	SILT Team will review attendance monthly
Method for Monitoring Effectiveness	System Social Worker will work with schools to implement with fidelity
Position/Role Responsible	System Social Worker, Counselors, SILT Teams
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 7

Action Step	FCE 2,3,4-Teachers will contact parents after a child has 3 unexcused absence.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless

Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent contact logs will be monitored for implementation
Method for Monitoring Effectiveness	Review attendance data to determine if attendance has improved.
Position/Role Responsible	Building Administrators, Counselors, Teachers
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 8

Action Step # 8

Action Step	PC 2 - Professional Learning opportunities for Data/Attendance Clerks to ensure student information system is being used effectively to optimize scheduling, funding, and attendance protocols.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas, Sign In sheets
Method for Monitoring Effectiveness	FTE records, Attendance and Scheduling debriefings
Position/Role Responsible	Principal, Student Services Director
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increased Parental Involvement
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Improve communication with parents and community stakeholders at all levels
Goal	Support Parent Resource/Technology Bus and provide meaningful opportunities for parental involvement at all schools to show a 3% increase in the number of offered events.

Action Step # 1

Action Step	CIS 4-Maintain Parent Resource Bus/Technology Bus with supplies and provide a part-time manager as well as a Parent Engagement Specialist to make the resources and information more available to parents
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Inventory, Usage logs,
Method for Monitoring Effectiveness	Parent survey results
Position/Role Responsible	Federal Programs Director, Parent Resource Room Manager
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 1

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 2

Action Step	EL 2- Administrators will work through their Leadership Team, School Council, Family Connections and PTO to provide parent involvement activities that specifically meet the needs of their school's parents.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Agendas, sign-in sheets, meeting minutes
Method for Monitoring Effectiveness	Review activities to determine effectiveness
Position/Role Responsible	Building Administrators, School Council, PTO
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)?	
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Action Step # 3

Action Step	PC 2-All staff will complete at least one activity to build their capacity to engage with parents and families.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets will provide artifacts for monitoring
Method for Monitoring Effectiveness	Parent surveys
Position/Role Responsible	Building Administrators, IC's , Teachers
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 4

Action Step	FCE 4,5,6- Using email, Emanuel Inspirations, Finals site, Infinite Campus Messenger, school pointe app, School & Home Connection newsletter and social media to share learning opportunities with parents that would affect their child.
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	Family and Community Engagement
Method for Monitoring Implementation	Email, webpage, social media documents
Method for Monitoring Effectiveness	Parent Surveys
Position/Role Responsible	Federal Programs Director, Media Specialist, System PR

Action Step # 4

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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Action Step # 5

Action Step	SLE 2,3-Annual Title I Parent Meeting and the annual parent survey will be conducted to address effectiveness of practices
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agenda, Sign-In sheets, Survey Results

Action Step # 5

Method for Monitoring Effectiveness	Parent responses
Position/Role Responsible	Federal Programs Director
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)?	!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--!-a=1--
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## 4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>This plan began with a core team that consisted of school administrators, system directors, and teachers. Surveys were developed to review CNA ratings. After the initial work on the CNA, the team was expanded to include all system directors, school principals, APs, and Instructional Coaches. The purpose of Title IIA program was reviewed with team. Title IIA activities were reviewed from previous year to determine effectiveness and continuation of services. The team established a need to continue evidenced- based professional development activities through the school-based instructional coaches, to expand to include our Instructional Coaches, Intervention Specialist and Data Coaches, and to continue to support teachers attaining certification through MAT, TAPP and GACE assessment reimbursement. The team created the plan based on the CNA and then provided review times for parents, community members, and other stakeholders to share ideas or concerns. The final draft was also made available through our system website and Facebook page so that as many stakeholders as possible would have a chance to review before/after submission to Georgia DOE.</p> <p>Professional learning activities will be provided using Title IA, Title VA and Title III funds to address the areas of need for the district. Most PL will be provided by school-based instructional coaches however more specific training through conferences, workshops, book studies, and contracted providers will also be offered to staff.</p> <p>!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--!----comment node----!--a=1--</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>School administrators will review master schedules and individual student schedules to ensure that students are not be served at a high rate by ineffective, out-of-field, or inexperienced teachers with a special focus on low-income and minority students.!--a=1--!--a=1--!--a=1--!--a=1--</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The Emanuel County plan for professional growth and improvement begins with both student data and TKES data. Data is reviewed to determine a district focus for professional learning. Each school has an Instructional coach that meets monthly with the Executive Director of Curriculum and Instruction. This group monitors PL plans to ensure that all school are receiving evidenced-based, job-embedded professional learning. The topics can vary from school to school based on the experience and performance of the teachers. PL is scaffolded to provide the level of instruction necessary for all staff to receive strategies they are able to implement withing their classrooms. The IC's work with building administrators to also focus on school level needs. With the help of First District RESA, Georgia Department of Education as well as Title IA and Title V-B funds to provide specific contracted services, schools are able to meet the needs of all staff. The Emanuel County School System has implemented a mentoring program that assigns a veteran teacher to all induction teachers. The teams meet together to work on specific needs of the induction teachers and the they meet as a large group monthly to address broad topics that are necessary for success in the classroom environment.</p> <p>Many PL topics such as Assessment Building, Using Data to inform instruction, Rigor, and differentiation have been continued themes in order to build on prior knowledge while continuing to grow staff in these areas. Growing teacher leaders in our district is also an important initiative.</p> <p>Through peer walk-throughs and both formal and informal evaluations, district administrators are able to monitor if strategies covered through professional development are being implemented in classrooms. Through the TKES evaluation system, administrators can address areas of concern and work with teachers to improve their implementation of said strategies. At the end of each school year, student assessment results are evaluated to determine if strategies can be credited for growth and to see if there are areas that need to be addressed during the coming year.</p> <p>Principals, assistant principals and school leaders will participate in the GSLA program. They will also participate in monthly District Instructional Leadership Team meetings that focus on professional learning needs of district leaders. Topics such as Budget Planning, Effective Scheduling, Implementing PBIS, Assessment Security and Curriculum Development are covered in these monthly meetings. School leaders also participate in GAEL sponsored conferences and workshops to build their professional knowledge throughout the school term.</p> <p>!-a=1--!-a=1--!-a=1--!-a=1--</p>
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PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>for all teachers (except Special Education and Gifted service areas in alignment with the student’s IEP), or</li> <li>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).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>LEA waives certification requirements for all applicable positions allowed by the Georgia State Board Rule and Federal Law. Certification requirements for EIP and Gifted educators cannot be waived, in accordance with State Law.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>All teachers must:</p> <ul style="list-style-type: none"> <li>-hold a clearance certificate</li> <li>-hold a bachelor's degree</li> </ul>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>The Emanuel County School District currently has Swainsboro Middle School identified as a ATSI school. The system is providing a part-time Math and ELA coach to support teachers and to insure standards are being addressed with rigor. The school is also receiving specialized training from 1st District RESA to address items in the District Plan of Support such as Collaborative Planning, SDI training and High Leveraged Practices. The district has appointed a District Liaison to work with the state and SMS to insure the district plan of support is being implemented with fidelity. The system will support the needs of schools based on student academic data information gathered from district leadership meetings in order to prioritize funds to meet the needs of our lowest performing schools and support school initiatives.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Emanuel County Schools is committed to providing high-quality, integrated academic and career education through coordinated instructional strategies, meaningful industry engagement, and work-based learning opportunities that promote student success in high-demand careers.</p> <p>To support the integration of academic and CTAE content, the district has embedded cross-disciplinary instructional strategies into both classroom instruction and professional learning. In our FY26 local CTAE plan, we address proficiency gaps in ELA, math, and science through targeted, content-specific support:</p> <ul style="list-style-type: none"> <li>● <b>ELA Integration:</b> The district will implement professional learning that promotes literacy-rich instruction within CTAE courses. This includes vertical collaborative planning between ELA and CTAE teachers to co-develop tasks that require students to engage in technical reading, workplace writing, and vocabulary development grounded in career contexts.</li> <li>● <b>Math Integration:</b> To strengthen math performance, we are aligning GaDOE Math Learning Plans with CTAE content through a collaborative professional learning model. Teachers will co-create real-world math applications—such as measurements, data interpretation, and algebraic reasoning—within CTAE projects to reinforce core skills in relevant, hands-on contexts.</li> <li>● <b>Science Integration:</b> The district will host vertical collaboration between science and agriculture teachers, with a specific focus on aligning 7th grade science and biology standards with agricultural pathways. Teachers will co-design engaging instructional experiences that emphasize scientific thinking through agricultural applications.</li> </ul>
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CTAE Coordination

	<p>Experiential learning is central to our instructional approach. CTAE instructors regularly incorporate career research, resume writing, cover letter creation, and workplace simulations aligned with Standard 1 of all CTAE courses: "Demonstrate employability skills required by business and industry." In addition, guest speakers, industry field trips, and hands-on classroom projects further connect students with real-world skills and career pathways.</p> <p>Work-Based Learning (WBL) remains a cornerstone of our career preparation efforts. Our WBL Coordinator works closely with the Swainsboro-Emanuel County Chamber of Commerce and numerous local businesses to secure placements for students and ensure quality supervision and training aligned to both academic and career goals. The WBL Coordinator also supports students not enrolled in the program by delivering employability skills workshops and coordinating industry interactions across the district.</p> <p>We are further expanding our commitment to aligned academic and career learning through the launch of the EDGE College &amp; Career Academy (Empower, Develop, Grow, Emanuel CCA) in partnership with Southeastern Technical College. Opening in Fall 2025, the EDGE CCA will offer high school students access to cutting-edge career pathways—including Engineering &amp; Technology, Welding, Diesel Technology, and Teaching as a Profession—while allowing dual enrollment and high school credit. This innovative model will enable students to earn stackable credentials and technical skills in high-demand fields while completing academic coursework on the technical college campus. Through structured scheduling and coordination with high school counselors, the EDGE CCA will ensure seamless integration of academic and CTAE instruction.</p> <p>These collective efforts reflect the district's commitment to preparing students for both college and career success by aligning instruction, strengthening literacy and numeracy across disciplines, and fostering robust industry engagement.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>All schools will continue to implement a PBIS program to encourage positive behaviors among students. At least 4 times per year, students with limited discipline referrals will be given an age appropriate reward</p> <p>Each month School Instructional Leadership Teams will review discipline data from the current month and ongoing data from the beginning of the year. Data results will impact PBIS initiatives and find indicators of trends or specific students that need interventions.</p> <p>Professional Learning will be provided to classroom teachers to</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>address strategies that will de-escalate situations before they lead to a office referral.</p> <p>Administrators will receive professional learning to address alternate discipline strategies other than removal from the school setting.</p> <p>All staff will review professional learning on cultural diversity.!--a=1!--a=1!--a=1!--a=1!--a=1--</p>
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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

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The district facilitates transition activities for 8th grade students going to high school. The high school hosts an event that introduces students and parents to high school courses, graduation requirements, protocols, and activities. Students meet their teachers and are able to go to each classroom to become familiar with the building.</p> <p>The high schools host sessions throughout the year that address transitions topics.</p> <p>September - Dual Enrollment options. Local colleges are represented and present options to students and parents</p> <p>October- Senior Night is targeted for graduating seniors and covers scholarship and graduation information.</p> <p>February- East Georgia State College Presidential Tour- College President meets with underclassmen to introduce opportunities available at local institution.</p> <p>March- Probe Fair is hosted at SHS to offer students the opportunity to meet with colleges from across Georgia.</p> <p>April- Both East Georgia State College and Southeastern Technical College set up booths at parent night High school host annual career fair for 11th and 12th grade students.</p> <p>!----comment node----!--a=1--!--a=1--!--a=1--</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Transition meetings are held for individuals in Babies Can't Wait 90 days prior to a child's third birthday. The system partners with other agencies and meets on the students before they enter the school system. Memorandums of Understanding are signed with Head Start, the Emanuel County Board of Health, and the Georgia Sheriff's Youth Home. Special Education serves 3- and 4- year olds within a variety of settings such as regular pre-k classes, special classes within the school, daycare, and the Head Start class. Interagency Multidisciplinary Team meetings with representatives from local agencies, such as the</p>
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Preschool Transition Plans

	school system, DFCS, the Health Department, Local Law Enforcement, Mental Health, the Children's Advocacy Center, Care Partners, the Department of Juvenile Justice, and the Chamber of Commerce are held regularly.!--a=1--!--a=1--!--a=1--
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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.	Emanuel County does not have any schools that are identified for targeted assistance.!--a=1--!--a=1--!--a=1--
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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.	Our QBE allocation is used to fund programs and staff in the Emanuel County Schools that are required by QBE in the State of Georgia. Title I federal funds are used to enhance the instructional program by providing additional core content area teachers to reduce class size at all Title I schools. Through the reduction of class size, teachers provide small group instruction to assist at-risk students in meeting rigorous state standards. Additionally Title I funds provide supplemental instruction in reading at the elementary and reading and math at the middle school level. The instructional program includes core academic classes taught by professionally qualified teachers. Additional classes such as exploratory/electives are also offered. Scheduling models vary by school. Instructional programs follow state and federal mandates. A continuum of special services is available at each school. The GPS and GSE are used for all students. Approximately 2% of students with the most severe cognitive disabilities have a Georgia Alternate Assessment (GAA) which is linked to the GPS and GSE. All schools have schoolwide plans that outline the instructional and student support programs in their respective schools. All six Emanuel County Schools are school-wide Title I eligible schools. We currently have no targeted assistance schools in Emanuel County. All Title I eligible schools are allocated funds through poverty rank order for a determined number of teachers, instructional materials and resources, professional learning, and parent involvement activities. Through the addition of ARRA funds, Instructional Coaches were employed at the district level to focus on the areas of early childhood, inclusion, middle school, and high school
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Title I, Part A – Educational Programs

	<p>instruction. Federal funds continue to be utilized to provide Instructional Coaches needed for instructional support at all Emanuel County Schools. This school year Swainsboro Middle School and Swainsboro Elementary will have two full time teachers and Emanuel County Institute will have a 2 part-time teachers providing supplemental reading and math instruction to targeted students during the school day. For the 25-26 school year, Migrant Education Program services will continue to be provided in conjunction ABAC through the Migrant Consortium. Although Emanuel County no longer employs a MFIS for Migrant Ed due to funding, students will still be identified through Occupational Surveys and referred to ABAC Migrant Consortium Office for verification. Identified students will be served through a Title I-C funded part-time tutor providing supplemental services. The system employs 3 ESOL teachers, a part-time system parent resource center manager, a special needs parent mentor, 2 system social workers and a system interpreter. The local Georgia Sheriff's Youth Home/ Herrington Homestead is a residential program for neglected youth. Title I supplies an academic tutor for these students after school and during the summer; these students attend regular instructional programs during the day. School Choice is offered to families through HB 251. After school academic blitz have the opportunity to schedule during the year to provide supplemental instruction to at-risk students and are staffed with teachers that meet professional qualifications.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>The Emanuel County Board of Education strives to ensure the continuity of services for children who migrate from one state, country, or school district to another, including but not limited to, the transfer of student records and seamless transitions to the extent possible. This coordination helps reduce the effects of educational disruption that migrant children suffer as a result of frequently relocating.</p> <p>The Emanuel County School district uses the Occupational Survey provided by GADOE MEP Region 1 office. All students/families who enroll in the system complete the OS at the time of school registration. The OS is also sent home by all students on the first day of school each year for back-to-school registration. The registrar at each school collects the OSs that are returned and immediately forwards the surveys to the district representative. Georgia MEP recruiters and consortium specialist, along with employees within Emanuel County School System will work within the school district to identify out of school youth (OSY), dropouts, and preschool age students. The system representative follows up on the OS with the representative from the ABAC consortium and with the parents within 48 hours by phone and then a home visit. The consortium representative then completes a COE on each family. These forms are sent to the Region 1 office through the GaDOE Portal within 24 hours. The MEP identifies all eligible students via the portal. The school system will collaborate with ABAC consortium to review and identify community resources available to all groups, but specifically OSY, dropouts, and preschool children.</p> <p>Appropriate agency personnel (i.e. School Counselor or Registrar, Migrant Education Program Coordinator, Emanuel County Schools System Interpreter, and/or GaDOE MEP Region 1 Office) notify receiving school districts about migrant families who have moved to those districts. These same personnel promote the exchange of student educational records and develop academic credit accrual and academic credit exchange programs. Within 48 hours of a newly identified migrant student being identified in the district, the trained LEA staff will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program. As students move out of the district, LEA staff will submit a move notification within MSIX to allow the potential receiving state to find the migrant family and continue support and services; as students move in to the district, LEA staff will submit a move notification within MSIX to notify the sending state that the child has arrived and that records are needed.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:ul</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>The Emanuel County Board of Education promotes parents and schools working together to raise student achievement. Objectives of the System Strategic Plan for the Emanuel County Schools are listed below: 1. Provide academic remediation services to those students who have been identified as needing assistance in achieving academic progress. 2. Increase the percentage of parents who are active and satisfied participants in their child's education. 3. Decrease the gap in performance of students, with and without disabilities, on statewide achievement tests. 4. Increase the number of migrant students who receive appropriate educational instructional and support services that addresses their special needs. 5. Increase the number of students, including special education, homeless, and migrant, that graduate from high school. 6. Provide family support services that both engage and strengthen families. 7. Offer parent and community professional learning activities that address student achievement and life-skills training. Supplemental projects and programs will be provided to address the unmet academic needs of identified Priority for Service (PFS) students. All instructional strategies will be research-based and of sufficient duration and intensity to meet the unique educational needs of migrant children and to positively impact the State Migrant Education Performance goals in reading, language arts, and mathematics. The Emanuel County Board of Education's Plan to serve migrant students and their families is highlighted below: RESULT AREA: Migrant Students Succeeding in School. STRATEGY: Migrant students will be offered comprehensive traditional and non-traditional educational programs and migrant families will be provided needed support services. School personnel ensure that an Occupational Survey form, printed in a language that is understood by Migrant families, is sent home at the beginning of the school year and/or upon enrollment, for the purpose of identifying Migrant students and their families and also to facilitate outreach efforts. Eligibility for the Migrant Educational Program is determined by GaDOE MEP Region 1 Office. All Migrant students are eligible for and receive appropriate Title I services. Emanuel County provides school-wide Title I services. All students including our migrant children and youth will benefit from the services provided to our schools. School-wide Title I plans will document services and strategies being implemented in each Emanuel County School. OBJECTIVES: 1. To decrease the gap in performance of migrant students on statewide achievement tests through accelerated learning, based upon Georgia Performance Standards (CCGPS) Georgia Standards of Excellence in Reading, Language Arts,</p>
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Title I, Part C – Migrant Supplemental Support Services

	<p>and Mathematics. (Research-Based: Georgia Performance Standards) The ABAC Consortium Specialist will provide school-readiness services to migrant preschool children. These services will be documented using the schedule of the SSP and with responses to parent surveys at the end of the school year. The ABAC Consortium Specialist will also assist identified non-enrolled youth with GED preparation and attainment as well English acquisition skills. The invoices and test results from GED assessments as well as usage reports from Rosetta Stone computer software will be used to document these services. MEP funded services (regular school year and summer) will be designed using input from needs assessment meeting. Services offered to students will be based on prioritized youth status, age and current academic performance.!--a=1!--a=1!--a=1--</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.          What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?          Include: Description of your district's procedures          Specific professional learning activities          Plan to monitor implementation with fidelity</p>	<p>The district is focusing on specific post-secondary outcomes in order to meet the IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. Individual student transition plans are in effect when the student begins ninth grade or turns 16, or younger if determined appropriate by the IEP Team. Individual transition plans include: 1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, when appropriate, independent living skills; and 2) The transition services (including courses of study) needed to assist the student in reaching these goals. Staff is provided professional development related to writing transition plans. Training focuses on: 1) Appropriate measurable postsecondary goals, 2) Goals based upon age appropriate transition assessment, 3) Annual transition goals, and 4) Transition services and activities. Transition plans are reviewed and updated at least annually. Special Education Teachers, Lead Teachers and the Director and Assistant Director of Student Services review transition plans and provide feedback as necessary. The high school special education staffs work with a number of school personnel/groups and outside agencies in order to address each student's individual needs related to their post-secondary interests and/or needs. In addition, Vocational Rehab, High School High Tech, and the Choice Program work with our high school students to provide experiences relevant to their individual needs. The CHOICE Program is a two-year non-degree college inclusion program at East Georgia State College designed to provide students, who may traditionally be excluded from post-secondary education, the opportunity to participate in college classes and develop work-readiness employment skills. Students with intellectual and developmental disabilities may qualify for this program. In addition, both of our high schools are currently involved with Georgia Vocation Rehabilitation Agency (GVRA) to have our students participate in the Virtual Job Shadow program. High school students are also provided work opportunities within the school district. There are a number of students who are working in the school nutrition program, custodial services and school Media Centers of the school in which the student attends. The School Social Worker monitors and addresses attendance of all students enrolled in Emanuel County School District. Special education teachers monitor student attendance and implement interventions to increase student attendance as necessary. Routinely, goals targeting student punctuality and attendance are included in a student's transition plan. The intent is to increase a student's awareness and understanding of the connection between school attendance and job attainment and maintenance.</p>
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IDEA Performance Goals:

	<p>Credit Recovery Opportunities are provided for students with disabilities. Enrollment in Credit Recovery allows students to gain credits necessary throughout the school year without the financial burden of summer school. In addition, students that lack the necessary number of credits required at their specific grade level can earn credits at an accelerated pace as a means for getting back on track and increasing the potential of graduation with their identified class. School based PBIS programs are intended to encourage specific desired behaviors. Student attendance, work completion/ passing grades, and behavior are targeted to increase student skills in each of these areas. Focusing on positive behavior aims to decrease negative behavior as well as the number of ISS/OSS days a student may be removed from the instructional setting.</p> <p>The ECS calendar includes multiple Data days that have been scheduled throughout the year to support staff in compiling and disaggregating data which provides teachers with student specific data to develop IEPs that are legally compliant and address the specific needs of each student. This analysis provides information necessary for assistance at all levels of IEP development and increase Post-school Outcomes for SWDs including transition planning, Career Pathway development , MOWR, and Vocational Rehabilitation Activities.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Emanuel County School District participates in activities so that all children with suspected disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. Activities to identify children suspected of having a disability, ages 3 – 21, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of the disability, and who are in need of special education and related services, are identified, located and evaluated.</p> <p>Publication of child find activities is on the Emanuel County School District website and is published annually in the local newspaper. Additionally, information is published and distributed to local doctor offices, daycare facilities, health department, churches, Head Start program, etc. Information is also posted at each school within the Emanuel County School District and the Emanuel County Board of Education office.</p> <p>Emanuel County School District has a number of programs designed that incorporate activities that address services for young children with disabilities. Collaboration with and between Emanuel County's Pre-K, Head Start and Babies Can't Wait allows for the identification and provision of services for young children with disabilities (ages 3-5). Screening and assessment data analysis assists in determining individual student needs. Students who are delayed in their development are served through an IFSP or an IEP. Academic,</p>
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IDEA Performance Goals:

	<p>language, and behavioral interventions are initiated for those students requiring interventions in one or all of those areas.</p> <p>Referrals from BCW are processed through a transition meeting with the preschool caseload manager 90 days prior to the child's third birthday. Referrals from other sources are processed using the required 60/90 day timeline for determining eligibility for SDD.</p> <p>Referrals for students, who are not enrolled in the Emanuel County School District are processed through the Department of Student Services. Emanuel County Pre-K has two sites, Swainsboro Pre-K and Twin City Elementary Pre-K. Emanuel County Pre-K program is designed to prepare children for kindergarten. Students are taught to verbally communicate needs, thoughts, and wants, and to be enthusiastic and curious about new activities. The program reflects an understanding of how children learn by emphasizing active learning, consistent routines, and the use of positive behavior management and assessment strategies. Currently there are eight classes in Swainsboro, and two classes in Twin City.</p> <p>At the Early Learning Center, one teacher serves the SDD children who do not attend any other program and an itinerant teacher serves the children who attend daycares, Twin City Elementary pre-k, David Emanuel Academy (private school) and, Head start. The itinerant teacher also handles the Babies Can't Wait intakes and RTI for all preschool children.</p> <p>Emanuel County Early Head Start is aimed at improving services for young children. The Early Head Start program is located in the Emanuel County Early Learning Center adjoining Swainsboro Primary School at 308 Tiger Trail. Full year center-based services are provided to 48 infants and toddlers from six weeks of age to age three by caregivers trained in infant and toddler caregiving. Eight infants and toddlers are assigned to each classroom which is supervised by two caregivers. Early Head Start has six classes, staffed by trained caregivers in infant and toddler care. The program's new school readiness initiative provides training and opportunities for parents to identify school readiness goals for their children. Children with disabilities are identified and provided services through Babies Can't Wait. At Early Head Start, many parent engagement services are provided throughout the year, including workshops and classroom lending libraries.</p> <p>Each child's planned daily activities are based on the Georgia Early Learning and Development Standards (GELDS) and the new Head Start Early Learning Outcomes Framework. All children receive ongoing assessment and screenings to monitor their progress in meeting developmental goals, and assessment results are shared with parents.</p> <p>The program's emphasis on school readiness includes training sessions and opportunities for parents to identify school readiness goals for their children. Children with disabilities are identified and provided on-site services by Babies Can't Wait, Georgia's early intervention program which serves children from birth to age three.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?          Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>IEP/eligibility procedures and instructional practices:          The Director of Student Services, Assistant Director of Student Services, and Special Education Lead teachers from each school collaborated throughout the 25-26 school year to revise and update the previous "Special Education Procedures and Guidelines" handbook. The handbook is both an "informational" and "how-to" resource. Information in the handbook addresses what types of information may be appropriate for different sections of the IEP, but also guides teachers in "how-to" do specific things using GO IEP. There are numerous examples provided throughout the handbook such as goals/objectives, progress reports, strengths, parent concerns, needs sections, etc. Many visuals via GO IEP are utilized to guide teachers through the steps of completing specific tasks such as a meeting notice, reevaluation data review, and a progress report. The handbook will be shared with each Lead teacher and their school admin during pre-planning of FY26. The Special Ed Leads will share the handbook with all of their respective sped teachers. The Sped Lead holds monthly meetings with their special education staff and will review identified sections based on a set calendar.          The Director and Assistant Director of Student Services hold monthly meetings with all Sped Lead Teachers to address a variety of areas related to special education. We discuss concerns that we may have based on our review of student information and data, developing plans to address specific areas. The Lead teachers are required to schedule and hold meetings with their respective special ed staffs, redelivering information from our Director/Lead meetings.          The Director and Assistant Director of Student Services provide professional development to individual school's special education staff. On an annual basis, the Director provides professional learning on IEP content and development and Transition Plans. The Assistant Director provides annual professional learning on re-evaluation practices and procedures. When requested by the school's Lead teacher, school psychologists meet with individual staff and/or a school's sped staff to provide professional learning for different areas of initial evaluation and reevaluation          Beyond in-house professional learning, staff are encouraged to seek and participate in professional learning opportunities based on their individual needs and/or interests. The Department of Student Services routinely forwards Information related to workshops, conferences, etc. to individuals and groups across the school system.          Monitoring of IEP development and implementation is monitored by a number of individuals. Special Education Lead Teachers are required to review a minimum of 3 IEPs for each teacher. They are to provide written feedback to address revisions that are needed. The case manager is to have those revisions made prior to the IEP meeting. The intent is that the case manager will increase his/her effectiveness in developing/writing IEPs by utilizing the feedback provided for three specific IEPs. The Director of Student Services routinely reviews teacher's IEPs and sends written feedback to teachers.          LRE. Utilizing GOIEP has led to a new compliance monitoring system.</p>
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IDEA Performance Goals:

	<p>The School Information System personnel annually trains principals and assistant principals on how to access their compliance data through GOIEP in order for them to routinely view and review the compliance data for their respective staffs. The Assistant Director of Student Services sends biweekly emails to each school administrator with a screenshot of their school's IEP, evaluation and progress report data. Anyone with overdue IEPs, eligibilities or progress reports also receives an individual email and the principal is also be cc'd on that email.</p> <p>The IEP Team is required to consider how a student's goals/objectives may be addressed and met in the general education setting. The Team is to determine the educational services, related services, supplementary aids and services, and assistive technology that are necessary for the student to be educated in the general education environment. The IEP Team is to identify the child's needs, services, supports, and/or accommodations that are required for the student to participate and make progress in general education settings. The IEP Team may only consider providing special education services/supports outside of the general education environment if there is documentation to support the student's lack of participation and/or progress even with the provision of special education services, allowable accommodations, and supplemental aids and services,</p> <p>Placement Options:</p> <p>Placement decisions are made by a group of persons, including the parents and other persons knowledgeable about the child. The meaning of the evaluation data, and the placement options is thoroughly reviewed by qualified professionals, and the decision is made in conformity with the following LRE provisions:</p> <ul style="list-style-type: none"> <li>● The child's placement is determined at least annually, is based on the child's IEP, and is as close as possible to the child's home</li> <li>● Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled</li> <li>● In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs</li> <li>● A child with a disability is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.</li> </ul> <p>After the IEP team has reviewed all required information and developed an IEP, it must make the decision as to where services need to be delivered in order to enable the student to receive a free appropriate public education in the least restrictive environment. Placement decisions should start with the expectation that services will be provided in the general education setting and should be made on a subject-by-subject basis. The placement decision should be fully supported by the present levels of academic achievement and functional performance and by the level of supports and accommodations/modifications the student requires to access the curriculum.</p>
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IDEA Performance Goals:

	<p>Placement options for pre-school and school-aged students with disabilities          A continuum of placements is to be considered by the IEP Team for school-aged students with disabilities</p> <ul style="list-style-type: none"> <li>● Support in regular education settings with age appropriate non-disabled peers</li> </ul> <p>Direct special education services</p> <ul style="list-style-type: none"> <li>● Consultative services</li> <li>● Collaborative services</li> <li>● Co-teaching services</li> </ul> <p>Additional supportive services</p> <ul style="list-style-type: none"> <li>● Supportive Instruction examples: paraprofessional and job coach)</li> </ul> <p>Other Placement Options include ● Special education small group classes</p> <ul style="list-style-type: none"> <li>● Special schools</li> <li>● Private schools</li> <li>● Home-based instruction</li> <li>● Hospital/homebound</li> <li>● Residential services</li> </ul> <p>All services are provided within the student's home school unless a specific program is not provided in that specific school. Some students may be served in a program outside of their zoned school such as GNETS, through a SID/PID program, preschoolers with special needs, etc. Classes serving primarily SWD are placed on halls with typically developing peers and are not segregated to a section of the building or in a portable.</p> <p>How IEP accommodations/modifications are shared with teachers who are working with SWDs:          Accessibility of Child's IEP to Teachers and Others          Each Case Manager must ensure that:</p> <ul style="list-style-type: none"> <li>● The child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and</li> <li>● Each teacher and provider is informed of his/her specific responsibilities related to implementing the child's IEP; and the specific accommodations, modifications, and supports that must be provided for the child accordance with the IEP.</li> </ul> <p>All teachers serving a SWD also have access to the child's IEP through SLDS          Special Education teachers have been provided the following written procedures:</p> <ol style="list-style-type: none"> <li>1. A copy of the student supports page of the IEP should be provided to all of teachers who work directly with the student.</li> </ol>
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IDEA Performance Goals:

	<p>2. The Case Manager is to either email or provide a hard copy of this form to all teachers working with the student (responsible for implementing all accommodations)</p> <p>3. If you provide a hard copy of the student supports page to the teachers, you are to have the teacher initial and date (the day they received the form) the form and provide them a copy of the page. This is your documentation. If you have emailed the form, then that is your documentation that this form was provided to all appropriate personnel. Keep your emails for your documentation.</p> <p>4. If a student has a BIP, you must train all teachers who work with the student on the BIP. Each is required to keep data related to the target behaviors in the BIP. You may not just hand each a copy of the BIP. At the beginning of the school year, the training should occur during pre-planning days.</p> <p>Many special education teachers have copied student accommodation information into a relevant tab within our information system (Infinite Campus) which allows access by general education teachers/others who require the information.</p> <p>Various LRE data is reviewed and monitored. FTE data, teacher caseload forms, and the district's information system's reports are reviewed by the Director of Student Services, Building Principals and Special Education Lead teachers.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Director of Student Services and/or the Assistant Director will provide and/or share professional learning opportunities to improve compliance with state and federal laws/regulations.</p> <p>Professional learning is provided to administrators, special education lead teachers, psychologists, central office employees, and other general ed and special ed staff in areas of overall compliance and timely and accurate data submission. The Student Services Department monitors all IEP and evaluation timelines via the Dashboard in GO IEP. The Student Information System (SIS) specialist has provided information to all building level principals and assistant principals on how to access their student information in GOIEP. They have been trained on how to utilize the dashboard to review timelines for both IEPs , progress reports, and evaluations. The director and assistant director periodically send emails to school administration and special education lead teachers about their current timelines. The director and assistant director meet with school building admin at the onset of each school year to identify support each school feels it needs in order to achieve compliance of timelines with regards to evaluations, IEPs, and IEP progress reports. School psychologists meet every 4 1/2 weeks with the intervention specialists as their assigned schools. This information is included in the school psychologist's evaluation. The purpose of these meetings is to review</p>
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IDEA Performance Goals:

	<p>current student RTI data and make decisions based on that information. They are responsible for submitting meeting notes to the department of student services for review. This procedure has been put in place to ensure that student's needs are met and children are not falling through the cracks. The Director of Student Services provides IEP content and development training, to all individual schools and transition plan training to the middle and high schools on an annual basis. The district developed an district administrative guidebook to provide critical information to school admin. Key information related to special education is included in the guidebook . Areas addressed included discipline of SWD, protections afforded to those not yet identified as a SWD, manifestation procedures, Child Find, FAPE for those incarcerated, and the use of physical restraint. New procedures have been put in place for scheduling IEP meetings when a student has received a specific number of ISS and/or OSS days. This will ensure that school administration, special education lead teachers and special education case managers are consistently reviewing student discipline data, putting needed student supports in place to address behavioral challenges, and amending IEPs If the district receives technical assistance from the GADOE for specific areas of concern, information will be redelivered to different stakeholder groups as warranted. Communication regarding due dates will be shared with those responsible for submissions and support will be provided as needed. Areas of noncompliance will be identified and different stakeholder groups will collaboratively develop plans that improve practices and increase compliance.</p> <p>!-a=1--!-a=1--!-a=1--</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.!--a=1!--a=1!--a=1--</p>
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<p>B. Safe and Healthy (SH)-Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.!--a=1!--a=1!--a=1--</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.!--a=1!--a=1!--a=1--</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY24 Title IV, Part A funds.!--a=1!--a=1!--a=1--</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>School principals will be meet with the Superintendent, Asst. Superintendent of Curriculum and Federal Programs Director 2 times per year to monitor the progress of funded activities and programs. Original stakeholders will be given an opportunity for input at least 2 times per year to ensure the original intents of the programs are being fulfilled. The CTAE Advisory Board, made up of representatives from local industry, the Chamber of Commerce and Work Development Authority, will monitor progress of Title IV implementation and evaluate program effectiveness. The board will meet at least 2 times per year.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 1-Student Achievement - Intervention Effective- Maintain Activities/Strategies !--a=1--!--a=1--!--a=1--</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Strategies to increase student achievement are showing positive results. While black and SWD subgroup is still lagging behind white subgroup, we are seeing gains in the achievement gap as well as an increased percentage of students scoring in the distinguished and proficient levels in ELA. Math proficiency is not growing at the same rate, however it is maintaining the same levels of achievement.  !--a=1--!--a=1--!--a=1--</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 2- Support the retention of effective teachers and effective school leaders- Maintain Activities/Strategies!--a=1--!--a=1--!--a=1--</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>While the work of our instructional coaches and other professional development has strengthened our staff and allowed us to retain a high percentage of teachers, unfortunately we are continuing to lose teachers because of a variety of reasons including attrition, relocating, and retirement. We will continue our former strategies and have hired additional support staff. We hope this combination will help support teachers and leaders and encourage them to stay in our system.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	No private school participation!--a=1--!--a=1--!--a=1--
Title II, Part A	No private school participation!--a=1--!--a=1--!--a=1--
Title III, Part A	No private school participation!--a=1--!--a=1--!--a=1--
Title IV, Part A	No private school participation!--a=1--!--a=1--!--a=1--
Title IV, Part B	No private school participation!--a=1--!--a=1--!--a=1--
Title I, Part C	No private school participation!--a=1--!--a=1--!--a=1--
IDEA 611 and 619	Speech services are provided to participating private schools!--a=1--!--a=1--!--a=1--