Comprehensive Needs Assessment
2026 - 2027 District Report



Georgia Cyber Academy (Virtual)

1. PLANNING AND PREPARATION

1.1 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.If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Meeting, Survey
Multiple Program(s)	Other School Leaders	Focus Group, Meeting, Survey
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	Focus Group, Meeting, Survey
Multiple Program(s)	Teachers	Focus Group, Meeting, Survey
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Focus Group, Meeting, Survey
Multiple Program(s)	Specialized Instructional Support Staff	Focus Group, Meeting, Survey
Multiple Program(s)Title I, Part ATitle III, Part A	Parents (s)Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Community Meeting, Survey
Multiple Program(s)	Community Partners	Survey
McKinney-Vento Homeless	Homeless Liaison	Focus Group, Meeting, Survey
Title I, Part A – Foster Care	Foster Care Point of Contact	Focus Group, Meeting, Survey
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Survey

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team ensured the selection of stakeholders created an inclusive group with varied perspectives by using a structured identification process aligned to required federal program roles and key stakeholder groups. A stakeholder matrix was developed to ensure representation across leadership, instructional staff, specialized programs (e.g., Special Education, ESOL, McKinney-Vento), families, students, and community partners. Department leaders and program coordinators were responsible for

	identifying participants within their areas to ensure inclusion of individuals with direct knowledge of student needs and program implementation. Special attention was given to include representatives connected to identified subgroups, including students with disabilities, English learners, economically disadvantaged students, and families. Stakeholders were engaged through scheduled virtual meetings, surveys, and follow-up communications to ensure accessibility and broad participation. Recordings and additional input opportunities were provided to remove barriers to participation and ensure that perspectives from individuals unable to attend live sessions were still included. This structured and multi-method approach ensured diverse, representative input across all stakeholder groups.

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?	The team ensured stakeholders, especially parents and guardians, could provide meaningful input by offering multiple, accessible opportunities for participation. Virtual CNA/CLIP meetings were held to share key data and priorities, with recordings and materials provided for those unable to attend. In addition to CNA surveys, feedback was collected through ongoing parent involvement structures such as the Parent Advisory Council (PAC), school-level surveys, and family engagement activities. Targeted surveys were also distributed following meetings to gather specific input. This multi-method approach ensured stakeholder feedback was continuous, representative, and directly informed the needs assessment process.

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.21
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.02
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
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.96
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.	1.99
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.	1.99
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.	1.95
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.18
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.	2.21
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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
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.	2.32
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.14
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.21
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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
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.	2.32
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.07
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.	2.14
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
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS).

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.18
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.07
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.	2.18
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.	2.21
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.04
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
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.	2.32
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.07
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.	2.02
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
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.96
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.	1.99
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.	1.99
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.04
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.	1.95
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.	2.14
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
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Cyber Academy (GCA) used the CLIP questions to create the Comprehensive Needs Assessment (CNA) survey for stakeholders. GCA held meetings with leadership, staff, and parents to gather feedback. GCA also worked with the PTSO, Parent Advisory Council, Human Resources, and Student Advisory Councils to obtain regular input. Weekly meetings are held with all areas of responsibility and concern, including curriculum, academics, operations, finance, human resources, federal programs, compliance, special education, Parent, Faculty, and Student Advisory groups, assessments, counseling, and instructional supports.

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

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

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data indicates a need for improved staff communication across all departments and levels. Additionally, GCA identified the need for increased flexibility to support attendance at in-person events, greater accountability for parents completing the onboarding process, and more in-person social connection opportunities for students across all levels of academic performance. We paired the enrollment intake data that shows we are enrolling students that are consistently performing significantly below grade level.

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

What does your achievement data tell you?	In reviewing student achievement data, it is evident that while there are areas of growth, our student academic performance remains inconsistent across grade levels, content areas, and assessment windows. In ELA, early indicators (IA1) show moderate performance across grades; however, there is a consistent dip at midyear (MYF), followed by a significant rebound by IA3. For example, 3rd grade ELA increased from 42% (IA1) to 62.89% (IA3), and 5th grade rose from 55.03% to 78.85%. This trend suggests that while students are able to recover and demonstrate proficiency by IA3, there are gaps in sustained mastery throughout the year. Additionally, a notable percentage of students declined from IA1 to IA3 in several grades (ranging from ~30–34%), indicating inconsistency in student performance and retention of skills over time. High school ELA courses show moderate performance, with American Literature reaching 78.51% pass rates, but lower performance persists in foundational courses such as Literature & Composition I (58.16%), emphasizing continued need for support in gateway literacy skills. In Math, performance shows a similar pattern of midyear dips with recovery by IA3, but with greater variability across grade levels. Elementary and middle school grades demonstrate strong growth from IA1 to IA3 (e.g., 4th grade from 57.74% to 78.09%, 7th grade from 54.23% to 79.65%). However, foundational readiness remains a concern, as indicated by low "Prepared" rates in several grades (e.g., 3rd grade at 3.32%, 4th grade at 8.11%). High school math performance is mixed: Advanced Algebra (81.61%) and Pre-Calculus (83.33%) show strong outcomes, while Algebra (59.47%) and Geometry (47.24%) continue to reflect lower performance in critical gateway courses. These trends highlight ongoing gaps in foundational math skills and readiness for grade-level content. In Science, overall performance is stronger and more stable compared to ELA and Math, with many courses maintaining or improving pass rates from IA1 to IA3. High school science courses such as Chemistry (91.38%) and Biology (76.95%) demonstrate strong proficiency, while middle school grades show steady but more moderate performance (e.g., 8th grade at 70.32%). However, some elementary and intermediate grades (e.g., 5th grade at 47.83%) indicate areas where deeper conceptual understanding and retention need to be strengthened. In Social Studies, performance trends show steady improvement from IA1 to IA3 across most grade levels, particularly in elementary grades (e.g., 1st grade increasing to 75.00% and 2nd grade to 72.36%). However, performance in intermediate grades such as 3rd grade (44.19%) remains lower, indicating potential gaps in content knowledge and literacy integration. High school courses demonstrate strong

	outcomes overall, with Economics (81.82%) and U.S. History (70.40%) performing well, suggesting stronger content mastery at the upper levels. Across all content areas, a consistent trend emerges: students often struggle to maintain performance from IA1 through midyear, followed by recovery by IA3. This indicates a need for stronger progress monitoring, spiraling of standards, and intentional reinforcement of skills throughout the instructional cycle rather than relying on end-of-cycle recovery. This year, we continued to maintain our high ACCESS scores. 60% of students increased from their previous year ACCESS scores, with an average increase of 11%. 10 out of 25 students who were eligible for reclassification or clean exit have been in the ESOL program for more than 4 years. Teacher needs include continued support with data-driven instruction, progress monitoring between assessment windows, and targeted scaffolding to ensure retention of skills over time. There is also a need for vertical alignment and clarity around what "prepared" looks like at each grade level, particularly in Math. Student needs include consistent exposure to grade-level tasks, targeted interventions earlier in the cycle, and increased opportunities for practice and feedback aligned to Level 3 and 4 expectations, as current Level 3 & 4 percentages remain significantly lower than overall pass rates in many courses. Leader needs include strengthening systems for real-time data use, ensuring instructional consistency across classrooms, and supporting teachers in responding to midyear data with urgency and precision. Additionally, leaders must focus on ensuring that instructional pacing, rigor, and scaffolding are aligned to prevent midyear declines and promote sustained achievement throughout the year.

What demographic data did you use?	Students' academic achievement data, including pass/fail rates in core content, MAP scores, interim assessments, and attendance—were analyzed by ethnicity and subgroup to identify equity gaps, trends, and patterns.

What does the demographic data tell you?	Students in various subgroups (EL, MKV, 504, and SPED) perform below the grade-level average, as measured by Interim Assessments (IA) and semester content pass rates. MKV students show the lowest performance across all subgroups and grade bands. The truancy rate among McKinney-Vento students is ten times higher than any other subgroup. There is a persistent need to improve services for students in these subgroups through evidence-based interventions tailored to diverse learners. Students whose parents are Limited English Proficient perform above the grade-level average pass rates, except at the elementary grade level. Additionally, the gifted population outperforms others in every grade band, as measured by IA3 and semester pass rates. Students who remain at GCA for two or more consecutive years outperform those in their first year at GCA across every grade level and content area.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	GCA's strengths include a strong, standards-aligned curriculum with clear planning tools and expectations. Staff highlighted excellent support from academic coaches, instructional facilitators, and curriculum teams, along with strong collaboration. Many noted the system is data-driven, resource-rich (Savvas, iReady, Clever), and supported by consistent professional development, with an overall focus on rigor and student success. Staff identified challenges with alignment between curriculum, pacing, instruction, and assessments, as well as pacing expectations that limited time for mastery and intervention. Stakeholders noted concerns about too many instructional platforms and initiatives, which contributed to inconsistency and confusion. Additional challenges included limited intervention supports, the need for more training and clarity on instructional platforms, and inconsistent implementation across classrooms. Staff also expressed concerns about communication gaps and unclear systems for grading, assignments, and instructional expectations.

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?	Leadership is consistently described as supportive, approachable, and focused on student success. Staff praise leaders for maintaining open communication, listening to concerns, and fostering a positive, collaborative school climate built on trust and professionalism. Stakeholders highlight leadership's strong focus on data-driven planning, professional development, and providing resources and technology to support instruction. Overall, leadership is viewed as visible, responsive, and committed to continuous improvement for both students and staff. Staff identify a strong need for improved communication, transparency, and greater staff involvement in decision-making processes. Stakeholders express concerns about inconsistent communication between departments, unclear expectations, and the number of initiatives being implemented simultaneously without adequate time for effective implementation. Staff emphasize the importance of protecting teacher planning time, increasing transparency around budgeting and resources, and providing stronger support for staffing and retention. Many request more direct engagement from district and board leadership to better understand classroom realities and ensure

Strengths and Challenges Based on Trends and Patterns

	decisions are grounded in staff and student needs. Overall, staff want leadership practices to be more streamlined, realistic, collaborative, and responsive to school-level experiences.

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?	Staff describe GCA as having highly dedicated, knowledgeable, and collaborative professionals committed to student success. Professional development is identified as a major strength, with meaningful learning opportunities, choice-based PD tracks, and ongoing support throughout the year. Stakeholders value collaborative structures such as PLCs, content meetings, peer-led workshops, and face-to-face sessions that strengthen instructional practices and relationships. Overall, staff highlight a culture of continuous improvement supported by strong content knowledge, adaptability, and regular data-driven instructional adjustments. Staff identify a need for professional learning that is more differentiated, practical, and directly connected to specific roles and the realities of the virtual classroom. Stakeholders express concerns about repetitive training, inconsistent implementation of initiatives, and limited follow-up to measure the effectiveness of professional development and instructional practices. Workload and sustainability are concerns, with staff citing large caseloads, excessive meetings, interrupted planning time, and frequent platform or initiative changes as contributors to burnout. Many emphasize the importance of protected planning time, streamlined expectations, and stronger alignment between professional learning and classroom application. Additional concerns include compensation, retention, equitable access to PD opportunities, and clearer accountability and evaluation practices.

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?	This year, GCA's FET program continues to demonstrate exceptional strength through its intentional relationship-building, consistent communication, and unwavering support for students and families. The FEL and FSPC teams foster meaningful connections by creating welcoming, family-centered experiences that strengthen trust and engagement within the school community. Through personalized outreach, advocacy, and ongoing collaboration, families feel valued, heard, and supported throughout their GCA journey. GCA has also been more intentional in increasing transparency and improving communication with families. The transition to the Champ Chatter has helped streamline communication, reduce excessive emails, and provide families with clearer, more consistent updates and resources. In addition, efforts to communicate policy changes, important information, and school expectations more proactively have strengthened trust and accessibility between families and the school. Student clubs, parent sessions, and community events continue to provide meaningful opportunities for social connection, engagement,

Strengths and Challenges Based on Trends and Patterns

	and belonging, while tools such as Canvas emails and virtual communication platforms enhance accessibility and keep families connected. The dedication of the FEL team in building strong relationships, promoting open communication, and cultivating a positive, inclusive culture remains a vital contributor to GCA's overall success and strong sense of community. For SY27, FET anticipates several challenges as students, families, and staff adjust to new initiatives and structures. One anticipated challenge will be helping returning students successfully transition to the new schedule and routines, as changes in expectations and daily structure may require additional support. Additionally, the launch of the Summit Program is expected to bring a learning curve for students and families as they navigate the processes, expectations, and opportunities associated with the program. Ensuring clear communication, ongoing guidance, and consistent support will be essential as stakeholders become familiar with the "ins and outs" of these new items. FET also recognizes the continued importance of maintaining transparent communication and strong relationship-building to help families feel informed, supported, and connected during these transitions.

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?	Georgia Cyber Academy continues to maintain a strong, supportive learning environment through intentional resource allocation, cross-department collaboration, and a sustained focus on meeting individual student needs. Systems such as MTSS, 504, and IEP processes remain structured and responsive, ensuring students receive appropriate academic and social-emotional supports. The continued impact of the Family Engagement Liaison (FEL) program reinforces strong communication between school and home, contributing to a positive overall experience for students and families. Feedback from perception surveys indicates that the overall work and learning environment remains positive for both staff and students. Ongoing collaboration between leadership, technology, and student services teams ensures timely problem-solving and access to necessary supports, reflecting GCA's commitment to maintaining a student-centered and responsive virtual learning environment. While GCA continues to prioritize a supportive learning environment, persistent challenges related to technology reliability and access continue to impact instructional effectiveness. Ongoing issues with instructional platforms, device quality, and the need for more efficient technical support systems remain areas for improvement. Student engagement and attendance patterns also continue to present challenges. Trends related to truancy, withdrawals, and student re-entry highlight the need for more robust systems to monitor, intervene, and sustain student engagement over time. Additionally, large class sizes, particularly within Special Education, continue to impact the ability to provide individualized support at the desired level.

Strengths and Challenges Based on Trends and Patterns

	Further opportunities exist to strengthen communication systems and ensure consistent, proactive outreach to families, particularly for students demonstrating early signs of disengagement. Addressing these challenges will be critical to sustaining and enhancing GCA's supportive learning environment.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	GCA has seen a rise in enrollment over the past year. However, the institution remains committed to enhancing fiscal responsibility by intensifying efforts to streamline and reduce expenditures. To ensure alignment with the needs of students, teachers, and overall organizational success, GCA is meticulously analyzing its spending practices and seeking additional funding sources. GCA's Finance Department completed a full audit of its processes and procedures in FY25, enabling the finance department to implement stronger processes and procedures in FY26. Additionally, collaboration between Federal Programs and Finance has strengthened, resulting in timely monthly draws and ongoing evidence collection practices. GCA has also strengthened onboarding and training processes for the new financial system while implementing updated and enhanced policies to support consistent and effective use of the system. In addition, subject matter experts have been developed across departments to build internal capacity and strengthen collaboration, allowing GCA to operate more effectively as business partners across the organization.

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?	In reviewing student achievement data, it is evident that while there are areas of growth, our student academic performance remains inconsistent across grade levels, content areas, and assessment windows. In ELA, early indicators (IA1) show moderate performance across grades; however, there is a consistent dip at midyear (MYF), followed by a significant rebound by IA3. For example, 3rd grade ELA increased from 42% (IA1) to 62.89% (IA3), and 5th grade rose from 55.03% to 78.85%. This trend suggests that while students are able to recover and demonstrate proficiency by IA3, there are gaps in sustained mastery throughout the year. Additionally, a notable percentage of students declined from IA1 to IA3 in several grades (ranging from ~30–34%), indicating inconsistency in student performance and retention of skills over time. High school ELA courses show moderate performance, with American Literature reaching 78.51% pass rates, but lower performance persists in foundational courses such as Literature & Composition I (58.16%), emphasizing continued need for support in gateway literacy skills. In Math, performance shows a similar pattern of midyear dips with recovery by IA3, but with greater variability across grade levels. Elementary and middle school grades demonstrate strong growth from IA1 to IA3 (e.g., 4th grade from 57.74% to 78.09%, 7th grade from

Strengths and Challenges Based on Trends and Patterns

	54.23% to 79.65%). However, foundational readiness remains a concern, as indicated by low "Prepared" rates in several grades (e.g., 3rd grade at 3.32%, 4th grade at 8.11%). High school math performance is mixed: Advanced Algebra (81.61%) and Pre-Calculus (83.33%) show strong outcomes, while Algebra (59.47%) and Geometry (47.24%) continue to reflect lower performance in critical gateway courses. These trends highlight ongoing gaps in foundational math skills and readiness for grade-level content. In Science, overall performance is stronger and more stable compared to ELA and Math, with many courses maintaining or improving pass rates from IA1 to IA3. High school science courses such as Chemistry (91.38%) and Biology (76.95%) demonstrate strong proficiency, while middle school grades show steady but more moderate performance (e.g., 8th grade at 70.32%). However, some elementary and intermediate grades (e.g., 5th grade at 47.83%) indicate areas where deeper conceptual understanding and retention need to be strengthened. In Social Studies, performance trends show steady improvement from IA1 to IA3 across most grade levels, particularly in elementary grades (e.g., 1st grade increasing to 75.00% and 2nd grade to 72.36%). However, performance in intermediate grades such as 3rd grade (44.19%) remains lower, indicating potential gaps in content knowledge and literacy integration. High school courses demonstrate strong outcomes overall, with Economics (81.82%) and U.S. History (70.40%) performing well, suggesting stronger content mastery at the upper levels. Across all content areas, a consistent trend emerges: students often struggle to maintain performance from IA1 through midyear, followed by recovery by IA3. This indicates a need for stronger progress monitoring, spiraling of standards, and intentional reinforcement of skills throughout the instructional cycle rather than relying on end-of-cycle recovery. Teacher needs include continued support with data-driven instruction, progress monitoring between assessment windows, and targeted scaffolding to ensure retention of skills over time. There is also a need for vertical alignment and clarity around what "prepared" looks like at each grade level, particularly in Math. Student needs include consistent exposure to grade-level tasks, targeted interventions earlier in the cycle, and increased opportunities for practice and feedback aligned to Level 3 and 4 expectations, as current Level 3 & 4 percentages remain significantly lower than overall pass rates in many courses. Leader needs include strengthening systems for real-time data use, ensuring instructional consistency across classrooms, and supporting teachers in responding to midyear data with urgency and precision. Additionally, leaders must focus on ensuring that instructional pacing, rigor, and scaffolding are aligned to prevent midyear declines and promote sustained achievement throughout the year.

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.

Strengths	For the 2027 school year, the GCA Special Education Department will continue to build upon the strong foundation established through enhanced compliance systems, instructional collaboration, and cross-functional communication structures. The department will focus on the full implementation and instructional fidelity of the ACS standards-based curriculum across all applicable programs and grade bands, ensuring that students with disabilities have equitable access to rigorous, standards-aligned instruction designed to improve academic achievement and postsecondary readiness. Continued collaboration between Special Education leadership, instructional coaches, curriculum teams, and grade band administrators will support the consistent delivery of specially designed instruction, targeted interventions, and evidence-based engagement practices aimed at closing achievement gaps for students with disabilities. The department will also expand its monitoring and accountability efforts through comprehensive Related Services audits to ensure service delivery compliance, documentation accuracy, provider effectiveness, and alignment with student IEP goals. In preparation for future Cross Functional Monitoring, the department will continue refining internal processes including file reviews, enrollment and transfer procedures, IEP development practices, and communication protocols designed to strengthen collaboration between district and grade band teams while clearly defining roles and responsibilities. Additionally, the department will prioritize Special Education high school graduation outcomes by increasing transition planning supports, monitoring graduation pathways, expanding vocational and postsecondary readiness opportunities, and utilizing student performance data to proactively identify and support at-risk students. Through ongoing professional development, coaching, and systems refinement, the department remains committed to advancing compliance, instructional excellence, student engagement, and positive outcomes for all students with disabilities at GCA.

Challenges	For the 2027 school year, the Special Education Department will continue strengthening communication and collaboration between district and grade-band teams to ensure greater alignment, consistency, and efficiency across all areas of service delivery. A continued emphasis will be placed on clearly defining staff roles and responsibilities to improve workflow systems, decision-making processes, and accountability measures throughout the department. The department will also expand opportunities for cross-functional

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.

	collaboration between instructional, compliance, related services, and leadership teams to support a more unified approach to student achievement and compliance implementation. A major instructional priority for the upcoming school year will include the expansion of targeted instructional intervention supports within the Elementary Grade Band, specifically grades 3–5. The department will work collaboratively with instructional coaches, interventionists, and classroom teachers to identify students demonstrating academic deficits through data analysis and progress monitoring systems. Increased focus will be placed on strengthening foundational literacy and mathematics skills through specially designed instruction, small-group intervention opportunities, standards-based remediation practices, and evidence-based intervention strategies designed to improve proficiency outcomes and close achievement gaps for students with disabilities. Additional professional development will be provided to IEP teams with a targeted focus on effective transition planning, standards-based IEP development, and the implementation of math instructional rubrics to ensure instructional consistency and alignment to state standards. The department will also continue refining coaching and support systems for contracted related service providers to ensure a clear understanding of GCA-specific expectations regarding service delivery, documentation practices, communication protocols, and virtual instructional engagement. While contracted services remain a necessary component of staffing support, the department will continue strategically exploring opportunities to expand in-house service capacity to improve continuity, consistency, and long-term program sustainability. Increasing parent and family engagement will remain a departmental priority through enhanced communication efforts, expanded opportunities for participation in advisory meetings and trainings, and continued collaboration with families throughout the IEP process. Additionally, the department will continue addressing staffing challenges by balancing programmatic needs, student support requirements, and fiscal responsibility while strategically evaluating staffing models, service delivery structures, and resource allocation to best support students, staff, and overall departmental goals for the 2027 school year.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	For the 2027 school year, the Special Education Department will continue strengthening communication and collaboration between district and grade-band teams to ensure greater alignment, consistency, and efficiency across all areas of service delivery. A continued emphasis will be placed on clearly defining staff roles and responsibilities to improve workflow systems, decision-making processes, and accountability measures throughout the department. The department will also expand opportunities for cross-functional collaboration between instructional, compliance, related services, and leadership teams to support a more unified approach to student achievement and compliance implementation.

Challenges	While the implementation of the Reading Nook marks important progress in peer-to-peer engagement, there remains a need to expand and systematize peer support structures across academic content areas. Current efforts are primarily centered around relationship-building and literacy engagement; however, a more comprehensive model that includes structured peer tutoring, student teaching assistant programs, and content-specific academic supports has not yet been fully realized. Moving forward, GCA will focus on scaling peer-to-peer systems in alignment with strategic priorities, ensuring these supports are intentionally designed to impact academic outcomes, particularly in milestone courses, while continuing to leverage insights from family climate and perception data.

Title I, Part A - Foster Care

Strengths	Georgia Cyber Academy supports our Champions in Foster Care by assigning a Transitional Student Liaison (TSL) who specializes in working with students in foster care and collaborates closely with the Department of Family and Child Services. We ensure that foster students have access to essential technology equipment, internet connectivity (hotspot or internet resources), and a consistent schooling environment, regardless of their relocation within Georgia. In addition, our Transitional Social Worker can assist by providing resources for food, clothing, utilities, personal care items, etc. Our efforts prevent these students from experiencing disruptions in their education when transitioning between foster homes. With a dedicated team providing ongoing interventions, support, and evaluations; we empower these students to thrive academically despite facing unforeseen challenges. In order to satisfy the requirements outlined in HB 855, the ISS department provides support to all students placed in Foster Care by creating a student Case management collaboration team, screening for educational impact related to trauma within 30 days of enrollment, developing a Plan of Support based on Education Impact Screening through the creation of a Trauma-Informed Education Support (TIES)

Title I, Part A - Foster Care

	Plan, and maintaing a Foster Care Student Tracker.

Challenges	GCA continues to assess and improve our processes for identifying students in foster care. It can be challenging, when a student enrolls and we are not aware that they are in Foster care. To address this issue, we are implementing automated notifications in our Student Information System, Infinite Campus. These notifications will alert our Transitional Student Liaison (TSL) when a foster student enrolls. If the new student is in need of addtional support, a referral may also be made to the Transitional Social Worker. When our TSL and TSW are notified early on, we can provide timely support and any intervention or resources that may be needed. Additionally, we are enhancing our enrollment training to ensure that staff are better equipped to identify students in foster care from the outset. We also work with DFCS Investigators and Case Managers, once a current student is identified as newly placed in Foster Care, to provide support whether they remain at GCA or transfer to another district.

Title I, Part A - Parent and Family Engagement

Strengths	Increasing parent and family engagement will remain a departmental priority through enhanced communication efforts, expanded opportunities for participation in advisory meetings and trainings, and continued collaboration with families throughout the IEP process. Additionally, the department will continue addressing staffing challenges by balancing programmatic needs, student support requirements, and fiscal responsibility while strategically evaluating staffing models, service delivery structures, and resource allocation to best support students, staff, and overall departmental goals for the 2027 school year.

Challenges	While significant progress was made this year in strengthening family engagement and increasing awareness of available resources, a continued challenge for next year will be building on this momentum by ensuring consistent communication, deeper family participation, and ongoing staff awareness of school processes, student-centered programs, and in-house supports so that all stakeholders remain informed, connected, and engaged.

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 a 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	Although we serve a small population of migrant students and families, we have supports in place to ensure their educational needs are met. GCA assists with the enrollment process, provides translation services for Spanish-speaking families, and offers resources to meet their need. We support in these various ways, to assist with removing any barriers to education that we can. GCA has a Transitional Student Liaison (TSL) and Migrant POC to maintain monthly contact with our migrant families. GCA provides communication and resources to help students/families become familiar and comfortable with the virtual school environment. Our goal at GCA is to ensure that our migrant students reach challenging academic standards and succeed during their time with us; aiding in a strong foundation for future successes and opportunities.

Challenges	One of our challenges is identifying these students and their families. This process starts at enrollment, and requires connection, communication, and identification by the Georgia Department of Education. Every family completes the Occupational Survey as part of their enrollment process. We submit them to GaDOE, and we have yielded very little return of students meeting the requirements. Additional challenges may be due to the current political climate. It may become more difficult to identify these students and families, but we are committed to continuing our process and identify students that meet the requirements.

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

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

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

Title II, Part A - Supporting Effective Instruction

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

Strengths	100% transfer of FY27 Title II, Part A funds

Challenges	100% transfer of FY27 Title II, Part A funds

Language Instruction for English Learners and Immigrant Students

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

Strengths	GCA's ESOL team is consistently recognized as being responsive, supportive, and exceptionally willing to assist teachers and students. The team delivers high-quality, targeted instruction and creates meaningul student plans to guide academic and language growth. All of our students continue to make progress as evident on their Flashlight 360 diagnostics and ACCESS testing. Teachers receive trainings that are specific to their grade level and needs using research based strategies. The department excepts at fostering trust, being culturaly responsive, and helping students succeed.

Challenges	

Strengths	At GCA, our Transitional Student Liaisons (TSLs) remain an essential part of our school. TSLs collaborate with multiple departments to support our displaced, foster, migrant, and unaccompanied youth. Through the MKV Grant, we have provided our students with essential supplies and services that aid them and their families in removing barriers to education and assist with basic needs. Our program has grown significantly, and our families benefit from our monthly newsletter, which houses important updates, community resources,

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

	and program highlights. Through this newsletter, GCA staff is able to further connect with our program and see how they can support us. Community partnerships have played a crucial role in meeting the needs of our displaced students. Our TSLs and other GCA departments reach out to organizations and companies in multiple counties throughout the year, to obtain support and resources for our students and families. GCA is thankful for the funding from the Georgia Department of Education; through this funding, we can offer our students access to tutoring support and credit recovery at no charge, school supplies, hygiene items, and expedited equipment to encourage our student's full participation in live classes. We are also able to support our students and families via 4 TSL positions, which are currently all staffed.

Challenges	Some of the challenges we face are due to the nature of our transitional student population. Many are continuously in transition, experiencing financial hardships, complicated family situations, lack of transportation, and a decrease in steady resources. Which can lead to students struggling academically, creating gaps in their education. GCA continues to provide supports and interventions to help reduce and remove barries, that contribute to these gaps, and ensure that all students have the opportunity to succeed at GCA and beyond.

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	100% transfer of FY27 Title IV, Part A funds

Challenges	100% transfer of FY27 Title IV, Part A funds

Strengths	During the past year, the New Hire process has worked to include an increasingly differentiated approach to all elements of training possible in order to allow new hires to gain knowledge in the method they respond to best. In addition to live trainings, new hires are provided with review documents and recordings. Hands on opportunities to work with programs and platforms are offered whenever possible. Relationships among the new hires are encouraged, as that leads to meaningful conversations and reflections on experiences and trainings.

Title I,Part A - Equitable Access to Effective Educators

	Once leaving District training, new hires remain supported through their departments and schools with intentionally chosen new hire mentors and instructional mentors as appropriate. New hire feedback most commonly remarks upon feeling highly supported in their role, from the professional trainings they receive in District Training to department support to a general sense of being welcomed into the GCA community.

Challenges	We aim to take the feedback from new hires each year and continue to implement appropriate measures to address these, however the challenge of time remains. New hires need exposure to a vast amount of information and training, particularly in the first week, and it can feel overwhelming. There's a desire for deeper training on core programs that time does not allow for, Special education hires in particular feel the pressure of time as they navigate the nuances of their role; efforts are always made to allow for that training as much as possible though it can impact their ability to participate in other elements of training.

Title V, Part B - Rural Education

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

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

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

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

Additional Considerations	

Overarching Need # 2

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

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: “ABCF”).;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Improve student achievement as indicated by the state milestones and/or summative assessments in all content areas, across all grade levels, and all subgroups.

Root Cause # 1

Root Causes to be Addressed	Our instructional model is not conducive to improving student achievement with solely synchronous instructional requirements.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - Increase the graduation rate.

Root Cause # 1

Root Causes to be Addressed	Teachers teach on-level standards, which can be difficult to support students entering GCA with significant deficits.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

District Improvement Plan
2026 - 2027



Georgia Cyber Academy (Virtual)

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
✓	Other (if selected, please describe below)Georgia Cyber Academy's poverty rate is determined by the Department of Education through a charter school calculation.

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement as indicated by the state milestones and/or summative assessments in all content areas, across all grade levels, and all subgroups.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Our instructional model is not conducive to improving student achievement with solely synchronous instructional requirements.
Goal	Improve student performance in all subject areas by 3% measured by Georgia Milestones and/or summative assessments by the end of the school year.

Equity Gap

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

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

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

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

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

Action Step # 2

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

Timeline for Implementation	Yearly

Action Step # 2

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Increase staff capacity by integrating personalized professional development connected to Professional Learning Goals, encompassing leadership development, specialized training, and whole-staff development in order to increase student achievement.
Funding Sources	Title I, Part A Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Conference redeliveries: agendas, minutes, and attendance; and certificates of completion
Method for Monitoring Effectiveness	Perception surveys and closing the gap for subgroups in content areas

Action Step # 3

Position/Role Responsible	Direct supervisors
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the graduation rate.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Teachers teach on-level standards, which can be difficult to support students entering GCA with significant deficits.
Goal	Increase the graduation rate by 2 percentage points by the end of the 2026-2027 school year.

Action Step # 1

Action Step	Utilize specialized staff to provide academic support and guidance, ensuring that students are equipped with the necessary skills and resources to excel in their coursework, ultimately leading to an increase in the graduation rate.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Tutoring roster and number of sessions
Method for Monitoring Effectiveness	Students participating in internal tutoring will have an increased course pass rate.
Position/Role Responsible	Family Engagement Team Assistant Director
Evidence Based Indicator	NA

Action Step # 1

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)?	

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Georgia Cyber Academy (GCA) coordinates services and support across all federal programs using federal funds. To align with the CNA and CLIP process, GCA created a solicited stakeholder feedback reflecting the necessary questions and requirements. Virtual meetings were held with stakeholders, providing an opportunity for feedback and additional questions. For those unable to attend, recordings and surveys were emailed afterward. Additionally, GCA collaborates annually with a county DFCS partner to stay updated on foster-care policies and procedures. Through federal funding, GCA provides direct family engagement to all families and academic support to students, including libraries, manipulatives, workbooks, and technology. GCA also offers ongoing, job-embedded, classroom-focused training for all teaching and administrative staff to support students across all subgroups.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	At Georgia Cyber Academy, all teachers are required to meet GaPSC certification standards. 1. Ineffective teachers are not renewed. 2. GCA works diligently to ensure that teachers do not teach out-of-field. When necessary, waivers are applied for through the GaPSC, and teachers are given one year to complete the required certification. Failure to do so results in reassignment to a certified position. 3. GCA ensures that inexperienced teachers receive comprehensive training, mentoring, and support through content chairs, assistant principals, and principals. The Georgia Teacher Academy for Preparation and Pedagogy (GATAPP) will continue to be implemented as an alternative educator preparation program for those who did not complete teacher certification as part of their degree program.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	Georgia Cyber Academy (GCA) collects a vast amount of data and employs data coordinators to process and report results to grade-band and district leadership. This data is analyzed to identify areas for educational improvement and to support professional growth. The TKES/LKES system is used for evaluating teachers, leaders, and contributing professionals, ensuring that professional learning is ongoing and sustained through face-to-face development opportunities for all staff. Year-round professional development is provided through online staff meetings and specialized professional learning tracks. GCA prioritizes evidence-based professional development that aligns with district improvement goals, ensuring all staff receive training on best practices.

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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 certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:	
✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	Georgia Cyber Academy has been identified for Targeted Support and Improvement (TSI) in the elementary grade bands in the Special Education subgroup. While the district has not received additional TSI-specific funding, existing federal, state, and local resources will be prioritized to support these efforts. The district will implement a K–5 instructional framework that emphasizes on-grade-level standards, clear learning targets, aligned success criteria, and the use of gradual release to maintain rigor. In addition, K–5 will strengthen specially designed instruction (SDI) through the implementation of SE Spark, including the use of a structured planning checklist and targeted professional development aligned to existing resources.

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	To support programs that integrate academic and career and technical education content through coordinated instructional strategies and with an additional focus on work-based learning opportunities, a district might implement several key initiatives: Curriculum Integration: The district has implemented curricula that blend academic coursework with career and technical education content, ensuring that students see the connections between what they

CTAE Coordination

occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	learn in the classroom and its real-world applications in various Industries. Experiential Learning:The district will incorporate experiential learning opportunities like internships, job shadowing, or project-based learning. These experiences allow students to apply theoretical knowledge in practical settings, gaining hands-on skills and insights into potential career paths. Skill Development:Emphasis will be placed on promoting skills attainment relevant to in-demand occupations or industries. This could include technical skills specific to certain careers (like programming languages for IT or mechanical skills for manufacturing) and soft skills like communication, problem-solving, and teamwork. Work-Based Learning:It is crucial to collaborate with industry professionals to offer work-based learning opportunities. All work-based learning students will be affiliated with apprenticeships, mentorships, or industry partnerships that provide them with real-world exposure and networking opportunities. Academic Credit Recognition: The district will ensure students receive academic credit for participating in work-based learning and other relevant experiences. This recognition incentivizes students to engage fully in these opportunities while also validating the value of their practical learning experiences. Professional Development:Teachers and staff involved in these programs will receive ongoing professional development to stay updated with industry trends, teaching methodologies, and strategies for effectively integrating academic and career and technical education content. Resource Allocation: Adequate resources, including funding, facilities, equipment, and technology, will be allocated and used to support these programs. This ensures students can access modern tools and environments that mirror industry standards. By implementing these strategies, Georgia Cyber Academy will have a robust ecosystem that seamlessly integrates academic and career and technical education content, prepares students for in-demand careers, and fosters meaningful connections between education and the workforce.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Georgia Cyber Academy (GCA) utilizes Behavior Intervention Specialists to support the behavioral patterns of students who are inappropriately participating or not participating at all. Students will be placed on a behavior plan to support appropriate and continued engagement in class. Parents will be trained in the use of Securly Home applications to support their understanding of student online behaviors.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Georgia Cyber Academy's Special Education Department implements a comprehensive transition framework to support successful movement from middle school to high school and from high school to postsecondary education, employment, and independent living opportunities for students with disabilities. The district employs Transition Coordinators who provide training, guidance, and support to teachers regarding the development, implementation, and monitoring of transition plans. Transition Coordinators collaborate closely with the District Parent Mentor, school counselors, families, and community agencies to provide students and families with information on postsecondary resources, services, and opportunities. In collaboration with the Counseling Department, students complete an Individual Graduation Plan (IGP) during eighth grade to identify interests, strengths, and potential career pathways in preparation for high school transition. Special Education staff also support students through the development of Individual Learning Plans (ILPs) aligned to postsecondary goals. GCA provides bi-weekly "Transition Fridays" focused on transition planning, career readiness, self-advocacy, workplace readiness, and independent living skills. Students participate in career exploration activities, transition-focused lessons, portfolio development, and skill-building experiences aligned to individualized transition goals. GCA also implements a transition skills curriculum to support career pathway exploration and employability skill development. The district continues to strengthen partnerships with the Georgia Department of Vocational Rehabilitation (GVRA) and other community partners to support postsecondary outcomes through Pre-Employment Transition Services (Pre-ETS), vocational rehabilitation resources, and assistance with required documentation and referrals for postsecondary services. Additionally, GCA provides professional learning for staff on transition planning, postsecondary resources, community partnerships, and best practices for supporting students with disabilities. The District Parent Mentor also facilitates parent resource sessions aligned to school-based transition initiatives and ESSA goals to increase family engagement and awareness of postsecondary opportunities. Through coordinated transition planning, family engagement, career exploration, and community partnerships, GCA works to improve graduation rates and promote positive postsecondary outcomes for students with disabilities

Middle and High School Transition Plans

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Georgia Cyber Academy does not operate a preschool-specific program for children ages 3–5; however, the district supports early childhood transition and school readiness through collaboration, targeted instructional supports, and coordinated services for eligible students entering kindergarten programs. GCA collaborates with local agencies through the Child Find process to assist in the identification and evaluation of students with disabilities ages 3–5 and to support successful transitions into kindergarten. The district works to ensure continuity of services by collecting and reviewing student performance data, developmental information, and existing evaluations to develop individualized supports and appropriate Individualized Education Programs (IEPs) based on each student's identified needs. To strengthen foundational academic and developmental skills, GCA provides instructional resources and support services for kindergarten-aged students and continues to offer professional development opportunities for staff working directly with young learners. The district also ensures that staffing allocations support the provision of a free and appropriate public education (FAPE) for students transitioning from preschool programs into GCA kindergarten classrooms. Students transitioning into GCA are assigned a Special Education case manager and provided access to related services, accommodations, assistive technology, and support staff as outlined within the student's IEP. Progress monitoring, goal implementation, and individualized supports are continuously reviewed to promote successful transitions and positive early elementary outcomes for students with disabilities.

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

Title I, Part A - Targeted Assisted Schools Description

students to be served.	

Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Georgia Cyber Academy (GCA) is a single-school district that operates as a Title I Schoolwide school. The Online CLIP is GCA's Title I Schoolwide Plan. The Title I Instructional Program at GCA enhances and supplements its core program by providing individualized plans for tailored academic student support through a unique team of liaisons who offer academic support, training, and the removal of barriers to student success in a virtual environment. Additionally, GCA provides academic support personnel, materials, and resources to improve academic outcomes. GCA evaluates the instructional program annually through data collected from CLIP progress monitoring surveys, attendance data, and student achievement data. The instructional program is monitored twice annually to meet CLIP progress monitoring requirements. The Federal Programs department collaborates with staff responsible for monitoring the implementation and effectiveness of the data listed in the CLIP. If action steps are not implemented or are not proving effective, they will either be adjusted for better implementation with fidelity or dropped altogether. When action steps are fully implemented and successful, they are maintained until they are no longer needed. GCA does not have a Neglected and Delinquent program. Therefore, the virtual instructional program is consistent across GCA.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it 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 (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Georgia Cyber Academy will continue to work with the MEP regional staff and other local schools as needed.

Title I, Part C – Migrant Supplemental Support Services

1.Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3.Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the	As a virtual school, Georgia Cyber Academy does not have any local support services. GCA has too few eligible migrant students and, therefore, does not receive direct funding for the Title I, Part C program based on the number of migrant students. We collaborate with state and regional migrant staff to monitor mobility/identification and address the needs of the migrant population. As students enter the school system, parents complete the online registration, which includes the Occupational Survey questions electronically. Returning students complete the Occupational Survey annually during re-registration. Occupational Survey data for parents identifying as migrant are submitted weekly during enrollment periods to the Migrant Education Office to determine their eligibility. When migrant students are identified, state guidance and requirements are followed for both serving and tracking the students. The Transitional Student Liaison

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	ensures proper coding of migrant students in the SIS each time a report is received. Among the educational services offered to these students are regular education settings, EIP services, remedial education services, gifted services, SST services, special education services, English language learner services, after-school tutoring at all grade levels, school supplies, and counseling services. State guidance on involving parents to keep them informed and provide services needed for migrant families is followed. GCA will continue to work with the ABAC Consortium staff and other local schools as needed.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	Georgia Cyber Academy (GCA) implements a comprehensive approach to improve graduation rate outcomes and postsecondary success for students with disabilities through coordinated transition planning, targeted professional learning, and ongoing monitoring of implementation fidelity. GCA employs Transition Coordinators who, in collaboration with the District Parent Mentor, provide training and resources related to postsecondary opportunities, transition planning, vocational rehabilitation services, and community supports for students, families, and staff. Referrals to the Georgia Vocational Rehabilitation Agency (GVRA) are completed for students with documented vocational needs and are integrated into the IEP process through the review of transition goals, related services, and postsecondary planning activities. Beginning in 8th grade, students participate in transition planning activities designed to support school completion, career readiness, and postsecondary success. Transition Coordinators monitor course scheduling, implementation of the math rubric, graduation requirements, and transition services to ensure students remain on track for graduation under Georgia Department of Education (GADOE) diploma pathways. GCA also utilizes an online transition skills curriculum that includes interest inventories, career exploration activities, and transition-focused assessments aligned to students' strengths, preferences, and postsecondary goals. Case Managers facilitate Summary of Performance (SOP) meetings for graduating seniors to review postsecondary supports and collect updated family contact information for follow-up and Indicator 14 monitoring. GCA has also strengthened partnerships with GVRA to support coordinated service delivery and successful post-school outcomes through shared documentation and referral processes. Professional learning for Special Education staff includes ongoing training in writing compliant transition plans, administering transition assessments, aligning course scheduling with postsecondary goals, implementing progress monitoring practices, and utilizing vocational and community resources. Training is delivered by Transition Coordinators and supported through staff feedback surveys to continuously improve implementation practices.

IDEA Performance Goals:

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	Georgia Cyber Academy (GCA) supports IDEA Performance Goal 2 by implementing procedures and collaborative practices designed to improve identification, transition, and support services for young children ages 3–5 with disabilities. Although GCA does not operate a preschool-specific program, the district provides instructional resources and targeted supports beginning at age five to strengthen foundational academic skills and address developmental gaps. Students transitioning into GCA kindergarten programs are provided supports and services aligned to their individual needs, including accommodations, assistive technology, and specialized instruction outlined within the student's Individualized Education Program (IEP). GCA collaborates with local school districts, community agencies, and Child Find partners to support the identification and referral of children ages 3–5 suspected of having disabilities. Child Find information is published on the district website and within the district handbook in compliance with state and federal requirements. Referrals may be initiated by parents, educators, medical providers, or community members, and all referrals remain confidential with parent consent maintained throughout the evaluation process. Evaluations are designed to assess the whole child and may include areas such as communication, hearing, motor skills, developmental functioning, and suspected disability categories. Based on evaluation results, students may be referred for supports through Section 504, RTI, English Learner services, or Special Education services. For children ages 3–5, GCA assists families by providing recommendations and referrals to appropriate local school systems, agencies, or early intervention programs when needed. Staff designated to support young learners include Special Education staff, Primary Grade Band staff, school psychologists, related service providers, and instructional support personnel. In collaboration with the Instructional Support Services department, GCA provides professional development for staff working with kindergarten-aged students, including training on Child Find procedures, SST/RTI referral processes, developmental concerns, and support systems for young learners. GCA also provides school-wide professional learning on Child Find procedures and collaborates across departments to identify and refer students through the Enrollment Child Find Survey process. Quarterly data reviews and cross-departmental monitoring are conducted to track referral completion, program metrics, and compliance implementation. Additionally, families are provided information and support throughout the identification and referral process, and parent engagement opportunities are embedded within Child Find and transition procedures to ensure families understand available resources, services, and supports for young children with disabilities.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	Georgia Cyber Academy (GCA) ensures the provision of a free and appropriate public education (FAPE) to students with disabilities by delivering individualized special education and related services in the least restrictive environment (LRE), as determined by each student's Individualized Education Program (IEP) team. Services are provided at no cost to families through virtual and face-to-face settings based on student need. GCA provides a full continuum of service options for students with disabilities, including consultative services, co-teaching, collaborative instruction, para-support, small group instruction, and self-contained settings. Specially designed instruction, accommodations, modifications, and related services are delivered by professionally qualified staff and aligned to each student's individualized needs and educational goals. To ensure teachers and service providers are informed of student supports, all providers review and sign the IEP record of access at the beginning of each semester and whenever changes are made to a student's IEP. This process ensures that accommodations, modifications, goals, and service requirements are consistently communicated and implemented with fidelity across educational settings. GCA provides ongoing professional learning and technical assistance on IEP development, eligibility procedures, FAPE requirements, compliance expectations, specially designed instruction, and instructional best practices. New special education teachers participate in a structured onboarding program, while all staff receive monthly professional development, workshops, and individualized coaching from school and district-level leaders. Training effectiveness is monitored through sign-in documentation, staff feedback, compliance reviews, and checks for understanding. The district ensures LRE through individualized IEP team decision-making processes that consider each student's academic, behavioral, communication, and functional needs. Progress toward IEP goals is monitored using data collection tools, individualized assessments, live instructional observations, and progress monitoring platforms. Data is reviewed regularly by IEP teams to evaluate student growth and determine the effectiveness of services and supports. To ensure FAPE is consistently implemented, GCA conducts monthly and quarterly compliance monitoring activities, including IEP audits, service schedule reviews, documentation reviews, academic walk-throughs, and progress monitoring checks. The Special Education District Team collaborates with school-based leaders to review data, monitor implementation fidelity, and provide targeted technical assistance when concerns are identified. Additional monitoring procedures include peer reviews, performance evaluations, and district data presentations focused on continuous improvement and positive outcomes for students with disabilities.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	Georgia Cyber Academy (GCA) ensures compliance with state and federal special education laws and regulations through structured procedures, ongoing professional learning, systematic monitoring practices, and continuous data review processes. Special Education staff receive ongoing professional learning on IDEA requirements, FAPE, specially designed instruction, IEP development, transition planning, timely and accurate data submission, and correction of noncompliance. Training is facilitated monthly and quarterly by district leaders and trainers through virtual and in-person sessions and is aligned to the Georgia Department of Education (GaDOE) Implementation Manual and the district's annually updated Special Education Procedures Manual. The effectiveness of professional learning is monitored through staff feedback, pre- and post-assessments, and compliance outcomes. To ensure timely and accurate data submission, GCA utilizes Infinite Campus and the Nucleus Data Platform to monitor student records, IEP implementation, accommodations, progress monitoring, and service delivery documentation. Staff are required to acknowledge student accommodations and IEP responsibilities within Infinite Campus, and quarterly data reviews are conducted to monitor compliance indicators, service implementation, and academic outcomes. GCA implements comprehensive procedures to identify and correct noncompliance through routine audits of IEPs, transition plans, and student records using a district Due Process Checklist. All finalized IEPs are reviewed and approved by administrators to ensure procedural and compliance accuracy. When noncompliance is identified, corrective action plans, targeted technical assistance, coaching, and follow-up monitoring are implemented to ensure timely correction and sustained compliance. Supervision and monitoring procedures include monthly compliance audits, quarterly focused reviews, classroom walk-throughs, staff credential reviews, progress monitoring checks, and district-level data analysis. District and school-based special education leaders participate in regular collaborative meetings focused on compliance trends, program outcomes, procedural updates, state guidance redelivery, and implementation fidelity. Additionally, GCA promotes family engagement and compliance awareness through parent trainings and support opportunities facilitated by the District Parent Mentor. Extended School Year (ESY), tutoring, and summer remediation services are also provided based on IEP team decisions informed by student progress and regression data. Through ongoing professional learning, structured monitoring systems, collaborative leadership oversight, and targeted corrective action procedures, GCA remains committed to maintaining compliance with IDEA and ensuring students with disabilities receive appropriate services and supports aligned to state and federal requirements.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

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

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY27 Title IV, Part A funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY27 Title IV, Part A funds