Comprehensive Needs Assessment
2024 - 2025 District Report

Towns County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Darren Berrong
Multiple Program(s)	Federal Programs Director	Erica Chastain
Multiple Program(s)	Curriculum Director	Stephanie Moss
Multiple Program(s)	School Leader (#1)	Roy Perren
Multiple Program(s)	School Leader (#2)	Shannon Moss
Multiple Program(s)	Teacher Representative (#1)	Jessica Berrong
Multiple Program(s)	Teacher Representative (#2)	Jason Roquemore
McKinney-Vento Homeless	Homeless Liaison	Erica Chastain
Neglected and Delinquent	N&D Coordinator	Erica Chastain
Rural	REAP Coordinator	Erica Chastain
Special Education	Special Education Director	Victoria Stroud
Title I, Part A	Title I, Part A Director	Erica Chastain
Title I, Part A	Family Engagement Coordinator	Erica Chastain
Title I, Part A - Foster Care	Foster Care Point of Contact	Erica Chastain
Title II, Part A	Title II, Part A Coordinator	Stephanie Moss
Title III	Title III Director	Erica Chastain
Title IV, Part A	Title IV, Part A Director	Erica Chastain
Title I, Part C	Migrant Coordinator	Erica Chastain

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Stephanie Moss
Multiple Program(s)	Finance Director	Myra Underwood
Multiple Program(s)	Other Federal Programs Coordinators	Stephanie Moss
Multiple Program(s)	CTAE Coordinator	Melissa McConnell

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	Hailey Silvey
Multiple Program(s)	Principal Representatives	Dr. Connie Hobbs
Multiple Program(s)	High School Counselor / Academic Counselor	Dionne Berrong
Multiple Program(s)	Early Childhood or Head Start Coordinator	Lisa Henderson
Multiple Program(s)	Teacher Representatives	Lesia Johnson
Multiple Program(s)	ESOL Teacher	Lisa Sofield
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Erica Chastain
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Stephanie Moss
Title II, Part A	Principal Supervisors	Roy Perren, Dr. Connie Hobbs, Shannon Moss
Title II, Part A	Professional Learning Coordinators	Stephanie Moss
Title II, Part A	Bilingual Parent Liaisons	Desiree Gonzalez
Title II, Part A	Professional Organizations	Melissa McConnell, Julie Thompson, Jan Pearce
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Caroleen Woods, Brandon Grimsley, Stephanie McConnell, Sara Rogers, David Phillips
Title II, Part A	Local Elected/Government Officials	Cliff Bradshaw
Title II, Part A	The General Public	Richard McConnell, Bradley Thomas, Debi Phillips, Jamie Barnes
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Julie Thompson, Marlene Cannon
Title IV, Part A	Technology Experts	Trena Stroud, Gary Pyrlik
Title IV, Part A	Faith-Based Community Leaders	Bradley Thomas, Donnie Jarrard

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Hannah Wecer, Jace Wood, Laura Mauldin
Multiple Program(s)	Private School Officials	LaWanda Lynn
Migrant	Out-of-School Youth and/or Drop-outs	Wayne Clements
Title I, Part A	Parent Representatives of Title I Students	Caroleene Wood, Debi Phillips, Amy Gibby Rosser
Title I, Part A - Foster Care	Local DFCS Contacts	Tina Teater, Amy Gibby Rosser
Title II, Part A	Principals	Roy Perren, Dr. Connie Hobbs, Shannon Moss
Title II, Part A	Teachers	Lisa Sofield, Ken Hamilton, Libby Dayton, Lesia Johnson, Jason Roquemore, Cathy Seis, John Butler
Title II, Part A	Paraprofessionals	Desiree Gonzalez
Title II, Part A	Specialized Instructional Support Personnel	Lana Parker, Dionne Berrong, Latisha Usher
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Gwendolyn Hatcher, Amy Gibby Rosser
Title III, Part A	Parents of English Learners	Victoria Dominquez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Jan Pearce
Multiple Program(s)	Technical, College, or University Personnel	Jessica Huff
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Lisa Baxter, Debi Phillips, Caroleen Woods
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Lisa Henderson

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	
Migrant	Local Farmer, Grower, or Employer	Richard McConnell
Migrant	Family Connection Representatives	Amy Gibby Rosser
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	Teresa Stephens
Migrant	Boys and Girls Club Representatives	Gwendolyn Hatcher
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	Wayne Clements
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	Brooke Harden
Special Education	Parent Mentors	
Title II, Part A	School Council Members	Debi Phillips, Caroleen Woods, Lisa Baxter

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team used the list provided in the online CLIP to make a list of stakeholders to invite to the virtual data meeting. A variety of individuals who met the categories listed in the stakeholder list were invited and contacted to attend the meeting. Additionally, surveys were sent out to parents, staff, and the community to provide another avenue for feedback. These surveys were made available via email for staff, and via our website and social media platforms for all other 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?	Stakeholders were able to provide feedback through an online feedback form at the end of our virtual data presentation Parents and other stakeholders were also provided an opportunity to provide feedback on the annual needs assessment survey that was shared via the school system website and social media platforms. Reminders to complete this survey were sent out on the website and social media platforms (ParentSquare and Facebook).

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the 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.	2.4
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.	2.6
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.	2.4
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.4
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.	2.51
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.16
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.28
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.26
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.33
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, 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.	2.4
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.	2.8
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.	2.6

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.	2.4
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.6
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.	2.2
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.	2.4
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.62
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.4
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.6
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.	2.2
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.	2.4
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.51
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.	2.62
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.48
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

DATA COLLECTION ANALYSIS

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.8
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.48
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.4
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.	2.8
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.	2.6
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.	2.4
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.6
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.	2.2
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.	2.4
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.4
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the LKES 2023-2024 Implementation Handbook for further guidance regarding LKES scores. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge:The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.51
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.	2.4
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.	2.51
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.16
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2.28
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2.26
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.69
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2.33
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.	2.62
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.48
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the TKES 2023-2024 Implementation Handbook for further guidance regarding TKES scores. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	● Climate Surveys/Georgia Health Surveys Personnel Exit Surveys Professional learning feedback surveys ● Professional learning needs surveys Title I and II Part A Surveys ● Data presentation feedback ● Feedback from parent workshops throughout the school year

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?")	In general, the school system is viewed positively, with parents responding favorably in climate surveys. The majority of students feel safe in school, but concerning and unexpected responses were given to substance abuse and mental health questions, highlighting the need for more support in those areas. Personnel exit surveys also yielded positive results, with most teachers leaving for personal reasons and finding the professional learning offered to be beneficial. However, there is still a need for professional development in content areas, teaching at-risk students, differentiation, ELL learners, and technology. Parent engagement practices need improvement, with more attendance in elementary school and increased participation in virtual workshops and Parent Square. Communication at the teacher level utilizing Parent Square needs to be enhanced as well.

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)	● Participation sign in sheets Title I meetings Participation sign in sheet parent involvement activities ● Facebook Insight reports/ParentSquare data Stakeholder meeting sign in sheets Professional Learning documentation such as agendas and sign in sheet

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?")	Involvement from parents is higher in elementary school activities, with somewhat lower attendance in middle and high school events. However, some sessions are of high interest to middle school and high school such as dual enrollment and transition meetings. The district's Facebook page has been effective in communicating with parents and the wider community, reaching at least 3,000 viewers per post and even more for highly engaging content. ParentSquare has been added as an online communication method, allowing for broad district-level messaging or targeted communication between teachers and parents. Communication sent home on paper is also shared through ParentSquare, and the tool's use is expected to increase next year. Personal invitations to stakeholder meetings have resulted in higher attendance, engaging a more diverse group of participants. Teachers and paraprofessionals are actively participating in monthly professional learning communities, as well as pursuing individual professional development goals. During the pandemic, virtual meetings were attended more frequently by parents, and incentives were provided for participation in quarterly virtual workshops.

What achievement data did you use?	● Georgia Milestones data ● CCRPI Reports- Content mastery, Progress, Achievement Gap ● GOSA Report Card ● NWEA MAP Growth Data

What does your achievement data tell you?	After reviewing various reports on student achievement, we identified areas of strength and areas for improvement. Overall, there was no significant decrease in achievement scores. However, Towns County High School experienced a lower graduation rate score of 90.8 compared to previous years. In terms of proficiency and above scores for core subject areas, we found the following information. At Towns County Elementary, science had the highest proficiency scores with 63%, followed by an average of 44% in mathematics. The lowest average proficiency rate was in English Language Arts with an average of 32.33%. Economically disadvantaged students had the highest proficiency scores in science with 60% proficiency and the lowest in ELA with 25.61% proficiency. Moreover, economically disadvantaged students scored lower than the overall population in proficiency and above in all four courses. From 2021, Towns County Elementary School's math average proficiency increased by 3.67%, while ELA average proficiency scores decreased by 10.17%. However, science scores increased by 14%. Towns County Middle School had the highest proficiency scores in ELA with an average of 50% and the lowest in Social Studies with an average of 41%. Additionally, economically disadvantaged students scored highest in Social Studies with an average proficiency rate of 40.74% and the lowest in Science with an average of 37.04%. The school maintained a 50% average in proficiency in ELA compared to 2021, and math proficiency scores increased by 1.66%. Unfortunately, Social Studies proficiency scores decreased by 10%, and science proficiency scores decreased by 1%.

	Regarding TCHS, it had the highest proficiency scores in Science and the lowest in Math. Notably, economically disadvantaged students had a higher math proficiency percentage than the overall percentage. They also scored highest in Science and lowest in Math. However, compared to 2022, TCHS increased its average ELA proficiency scores by 13%, average Science proficiency by 18%, average Math proficiency scores by 18.2%, and Social Studies proficiency scores by 22%. According to the NWEA MAP Growth data, there are groups of students performing at all levels of achievement in Math and Reading Language Arts. The group performing below average and well below average in both ELA and Math is of great concern to us. Despite some areas of growth and some decreases, we aim to focus on improvements in all four core academic areas. Building a strong academic foundation starting from elementary and continuing through middle school will help foster growth in high school.

What demographic data did you use?	GOSA Report Card demographic data Data Collections Demographic Data Current enrollment data in Infinite Campus Free-Reduced Lunch Report

What does the demographic data tell you?	Most of the students enrolled in Towns County Schools are categorized as white and non-Hispanic. The Hispanic or other races categories account for only about 3% of our students. Additionally, more than half of our students receive free or reduced lunches. Although our schools lack significant ethnic diversity, there is a relatively high level of economic diversity among our students.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We have observed several trends and patterns, including the use of collaborative learning communities, additional needs assessment surveys, meetings, and instructions, monthly administrative meetings, attendance at leadership conferences, and the analysis of climate surveys. We have also allocated time for collaboration at both the school and system levels. The system has recognized the importance of addressing scheduling difficulties, such as proactive planning for emergency weather absences. To monitor content mastery, teachers have been trained and are currently in the emerging stage of utilizing technology resources such as Espark, Easy CBM, IXL, Progress Learning, Exact Path, and Study Island. Frequent benchmarking has allowed us to use these tools to determine the needs of our students, teachers, and leaders. We have also increased our overall analysis of data to inform decision-making and drive improvement efforts.

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?	After examining the data, we found that content mastery has either remained stable or improved across all three schools. While SAT participation has declined, the scores have only slightly decreased in the past two years. Towns County Schools has a history of academic achievement in Georgia and has received multiple awards, including Title I Distinguished School for TCMS in 2022, Title I Rewards School for TCHS in 2019, and Title I High Performing School for Towns County Elementary in 2018. Despite the challenges presented by the pandemic since March 2020, we are seeing a positive trend in many academic areas, as demonstrated by an increase in MAP data for all three schools from fall 2022 to winter 2023. We observed an overall increase of 4% in both Math and Reading when comparing MAP Growth averages.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All teachers in the district meet the professional qualifications required, and the majority have indicated their intent to return. All positions are filled before the start of the school year. Improvements have been observed in several core subject test scores. The district is moving towards a more effective professional learning community where teachers work together instead of in isolation. Teachers collaborate to revise curriculum guides and pacing schedules, which helps to support a more consistent instructional system.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The team's analysis of trends and patterns reveals that our district tends to exceed the basic standards for involving families and the community. However, there are certain areas of communication that need attention, including the training of staff in effective communication practices. The school website has undergone enhancements to facilitate ease of use for parents and stakeholders. Nonetheless, there are still issues with the inadequate availability of technology and internet access for certain families. While computers and internet access are accessible to parents during school hours, there is a need to increase awareness.

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?	We are witnessing a positive trend in maintaining and enhancing various aspects of the College and Career Readiness Performance Index measure as a system. Some comparisons are challenging due to changes in calculations over the years. Progress has been made in reading, science, and social studies. The district focuses on improving reading skills by monitoring Lexiles starting in elementary school. We are providing professional learning that supports the science of reading in the district and increasing our delivery of phonics and phonemic awareness lessons. The instructional schedule dedicates time to science and social studies. Providing departmentalization for all subjects from fifth grade onward and team teaching in grades three and four helps support instruction in science and social studies as students progress through grade levels. While we exceed the state average in CCRPI, all three schools need to improve content mastery in the proficient and distinguished learner categories in all subjects. We have significantly increased the number of active community mentors and partners to support at-risk students.

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?	Towns County Schools have experienced a decline in student enrollment, with the most recent FTE count indicating 947 students in the district, compared to a slight increase above 1,000 students in 2022. This reduction in enrollment will have a considerable impact on the school system's finances. Families are leaving the area in search of job opportunities, as there are limited options within the County and a shortage of affordable housing. Additionally, the budget is also being affected by facility maintenance and essential construction projects.

Strengths and Challenges Based on Trends and Patterns

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Previously, the Economically Disadvantaged subgroup's scores were similar to the overall average of the school system. However, recent Milestone data shows a decrease in their percentage. Although Students With Disabilities have shown improvement, they still perform lower than the Economically Disadvantaged subgroup and the overall average. Based on available Milestones data, the greatest areas of need are ELA at Towns County Elementary, Social Studies at Towns County Middle School, and Math at Towns County High School. Across all four subjects, it is necessary to increase the number of students who score in the proficient range compared to the developing range.

IDEA - Special Education

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

Strengths	According to the Annual Performance Summary Report FY21 and District Determination Rubric FY21, Indicators 1-20 were met in all areas. Graduation rate and dropout rate for students with disabilities continue to improve and meet state targets. LRE continues to be an area of strength at all levels. PreSchool outcome data improved significantly this year in all areas. Parent involvement percentages also improved significantly this year. Child Find, timelines, and timely and accurate data as well as post-school outcomes also continue to be areas of strength. Towns County Schools has written procedures that address all measurable indicators required to be reported to the Department of Education. The written procedures are available to district personnel, local school administration, and classroom teachers. Procedures are updated as needed. There is evidence of professional learning that supports implementation of compliant practices. Provisions have been made to support newly entering staff as well as for other staff to continue to receive updates. Monitoring of compliance with procedures occurs through data collection, peer review, TKES observations, and conferences. Administration reviews all and submits necessary feedback. Outcomes are effective as related to the procedures and practices. Data has improved in all targeted areas.

IDEA - Special Education

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

Challenges	Although the participation rate appears to have decreased on the FY21 APR, this appears to be a result of the pandemic. Given projections, this is not anticipated to continue to be a challenge for this school year. Proficiency rates across the board are down but with the decrease in participation rates it is impossible to know the accurate numbers for the Georgia Milestones data. During this time we have implemented data collection comparisons which involved tracking performance data for reading, writing, and math both prior to and after the school closures for the pandemic in addition to continued monthly data tracking spreadsheets for all students with disabilities. Remediation measures have been taken. ARP funds were used to remediate students both during teacher planning periods and after school this school year. These plans will continue into the upcoming school year. ARP funds were also used to purchase additional direct instruction reading interventions. We are adding another scientifically research-based intervention program to the ones we already have for reading to address the needs even further for those with severe auditory processing disorders. Progress monitoring data will be tracked to determine the success. A variety of specific progress monitoring tools for phonemic awareness have been added this year with plans to carry over into next year. Specific progress monitoring tools are in place for each student with disabilities. While our rate of students achieving Level 2 Developing Learner continues to increase, our challenge is to increase the number of students with disabilities performing at Level 3 Proficiency.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Over the past couple of years, there has been a slight decrease in the achievement of economically disadvantaged students compared to students as a whole. However, Towns County's Title I-A program has demonstrated several strengths based on FY22 data. For example, the graduation rate for economically disadvantaged students was 94.74%, which is higher than the graduation rate of 90% for all students. The district weighted proficiency for economically disadvantaged students taking English Language Arts EOC assessments was 93.62%, compared to the state weighted proficiency rate of 77.39%. Furthermore, in comparing data for all schools at Towns County to all schools in Georgia, it was found that the Economically Disadvantaged students in Towns County scored higher than the state average in proficiency in both math and science, with Towns County scoring

Title I - Part A - Improving Academic Achievement of Disadvantaged

	13.61% higher than the state average in math and 36.71% higher in science. In addition, when comparing the state Economically Disadvantaged subgroup to each of the schools in Towns County, all of the Economically Disadvantaged subgroups performed higher than the state Economically Disadvantaged subgroups in all subjects except elementary ELA. Specifically, Towns County Elementary scored 1.39% lower than the state in this category. Further analysis of the district weighted proficiency for economically disadvantaged students taking EOG assessments reveals that Towns County Middle School had higher proficiency rates than the state in all subjects, including English Language Arts, Math, Social Studies, and Science. For example, the district weighted proficiency for economically disadvantaged students taking English Language Arts EOG assessments at Towns County Middle School was 43.25%, compared to the state weighted proficiency rate of 27.87%. Similarly, the district weighted proficiency for economically disadvantaged students taking Science EOG assessments at Towns County Middle School was 37.04%, compared to the state weighted proficiency rate of 25.29%. At Towns County High School, the district weighted proficiency for economically disadvantaged students taking Social Studies and Science EOG assessments was higher than the state weighted proficiency rate, with rates of 55.56% and 62.50%, respectively. However, the district weighted proficiency for economically disadvantaged students taking Math EOG assessments at Towns County High School was 31.25%, compared to the state weighted proficiency rate of 21.57%. Overall, while there has been a slight decrease in the achievement of economically disadvantaged students compared to students as a whole, Towns County's Title I-A program has demonstrated several strengths and has performed better than the state average in many areas. d students.

Challenges	Identification of these students is often difficult. Parents are hesitant to complete identifying indicators such as lunch forms. As they get older the problem increases.

Title I, Part A - Foster Care

Strengths	When we are made aware of foster situations we provide transportation and work with community agencies to make sure students have adequate supplies and support as needed.

Challenges	We do not have many students in the system. Often we are not aware of some situations. We get calls for transportation occasionally but if students are taken out of the county we are not always informed.

Title I, Part A - Parent and Family Engagement

Strengths	The Living Tree app helps get immediate communication out but needs to be utilized more consistently. We have added more communication such as marquees at each building and a district Facebook page. Information is provided via the website, Infinite Campus alerts and apps such as Living Tree and Facebook. The information is there we just need to expand upon it. We need to expand to more avenues of communication for consistency.

Challenges	It is a challenge to get parents to attend planned events. Challenges are present when trying to contact some parents. Phone numbers are often not accurate having been changed without notification to the school system. Making personal contacts to stakeholders increased our turn out to the data fair. Inmost instances if an incentive for attendance is not provided and advertised then it is more difficult to gain participation.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	We have a strong partnership with the Mountain Education Center. We work with them to help prevent drop out situations. We also work with a GED provider in our county. Currently we have no students who are considered migrant.

Challenges	It is difficult for us to identify migrant students. Our Migrant Education Consortium Specialist notifies us if we have a migrant student enrolled in our school.

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

Strengths	We currently do not have students in this category.

Challenges	We currently do not have students in this category.

Title II, Part A - Supporting Effective Instruction

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

Strengths	We endeavor to attract high quality educators by offering an online application system that is readily accessible, a current employment opportunities website, and by advertising open positions on Teach GA. Furthermore, we have included a teacher recruitment video on our website, and we attend teacher recruitment fairs to attract new talent to the area. To prepare new teachers, we have established a mentor program, which works alongside professional learning opportunities that are tailored to meet their needs. Our leaders participate in the Pioneer RESA new principal program. Meanwhile, our continuing staff

Title II, Part A - Supporting Effective Instruction

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

	engage in professional learning that is guided by needs assessment surveys and data from test scores, observation data, and performance data.

Challenges	We typically experience little to no turnover in our small district. However, when an employee departs, particularly a principal, our retention percentages decline significantly. This was evident when two out of our three principals left in the same year, reducing our retention rate to 33%. The low retention rate persisted for two more years due to one principal being promoted to superintendent and another leaving for a job closer to their family. While our district's size has its advantages, it can also skew our data when analyzing the bigger picture. On a positive note, each of our schools has maintained the same principal for the past three years. We do face challenges when it comes to recruiting teachers for specific subject areas and finding time for professional learning or PLC time. Given our small size, many staff members wear multiple hats, making it more difficult to schedule professional learning opportunities at times.

Language Instruction for English Learners and Immigrant Students

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

Strengths	Imagine Learning is utilized by students to make progress in their language skills. In the elementary level, students can also use it to address any academic gaps they may have. To provide support, an ESOL-endorsed teacher is present to assist these students. Additionally, a bilingual paraprofessional is available throughout the day to aid students. At the middle and high school levels, ESOL-endorsed teachers are also present to provide support.
	Starting from FY20, there are ESOL-endorsed teachers at every level of schooling to assist ESOL students. Additionally, we have a designated full time ESOL teacher to support students at all three schools.

Language Instruction for English Learners and Immigrant Students

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

	Despite the challenges in tracking data through standardized testing caused by the pandemic, we see a positive trend in the academic performance of English Learners. These students are thriving in the classroom and consistently making significant progress. We anticipate that the gains will be reflected in an upward trend in the FY22 ACCESS data.

Challenges	This is a small group within our school system. Although there are limited numbers of teachers with ESOL Endorsements, we now have ESOL endorsed teachers at most levels.

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

Strengths	The level of support for these students is a strength. Family connections and other community programs provide valuable assistance. These students are not singled out or made to feel differently. . Efforts are made to help all students make sure they have the materials they need.

Challenges	The biggest challenge for this program is the identification of students who meet this criteria.

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	NA

Challenges	NA

Title I,Part A - Equitable Access to Effective Educators

Strengths	The MySPA reports, which are provided by GAPSC, are reviewed by the Title II Coordinator/Personnel Director. These reports are shared with principals in the spring before they make class assignments. Principals are provided with a list of each teacher's years of experience in their building. Principals and the Personnel Director work together to ensure that inexperienced teachers are not assigned to consecutive grade levels whenever possible. To guarantee that all classes are staffed by qualified teachers, the CPI report worksheet is used as a review tool. Although the Strategic Waiver Contract permits Towns County to waive certification, the Personnel Director reviews each proposed hire before submitting it to the Board of Education for approval. Certifications are examined, and the Personnel Director determines whether the application can proceed as professionally qualified. If the application does not meet the criteria, additional efforts are required to fulfill these requirements. Any teacher hired without a valid GA certification must initiate the process of fulfilling the requirements as soon as possible. Towns County prioritizes applicants with valid GA certification over those who do not meet the criteria. The Personnel Director closely monitors the percentage of infield and out-of-field teachers and discusses it with the Superintendent and principals. The majority of our teachers are both professionally qualified according to district requirements and infield.

Title I,Part A - Equitable Access to Effective Educators

Challenges	Currently, we have a limited number of ESOL endorsed teachers. While we are serving the students utilizing the endorsed teachers we currently employ this is a challenge in scheduling because we have to share these teachers between the schools. Our size is sometimes a challenge as well.

Title V, Part B - Rural Education

Strengths	Title V-B funds were used to supplement Title I-A, well rounded student opportunities, and safe and healthy students.

Challenges	Being a small school district, we are often unable to take advantage of economies of scale when purchasing quantities of items. While we appreciate being part of the Title V program, our limited Title V budget makes it difficult to supplement some areas in meaningful ways.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Supportive Learning Environment
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Parent Engagement
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	

Overarching Need # 3

Overarching Need # 3

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

Additional Considerations	

Overarching Need # 4

Overarching Need	Leader and Teacher Retention
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Supportive Learning Environment

Root Cause # 1

Root Causes to be Addressed	Small High Need Subgroups (ESOL, Homeless, Foster)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Professional Development for Staff
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Communication
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Access to Technology
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Parent Engagement

Root Cause # 1

Root Causes to be Addressed	Communication
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 - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Technology
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of support staff for parent engagement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Lack of consistent family engagement practices at all levels
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 5

Root Causes to be Addressed	Training for parents
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Overarching Need - Coherent Instructional System

Root Cause # 1

Root Causes to be Addressed	Seamless support for at risk students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Additional Math Support at the Elementary and High School
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Communication
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 - Parent and Family Engagement Program

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Access to technology
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - Leader and Teacher Retention

Root Cause # 1

Root Causes to be Addressed	Access to technology
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Professional Development
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Communication
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 - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 3

Additional Responses	

District Improvement Plan
2024 - 2025

Towns County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Supportive Learning Environment
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Access to Technology
Root Cause # 2	Communication
Root Cause # 3	Professional Development for Staff
Root Cause # 4	Small High Need Subgroups (ESOL, Homeless, Foster)
Goal	Provide SEL lessons for every student to reduce the number of at-risk students by 5% as measured by the two annual PASS Surveys.

Action Step # 1

Action Step	Increase the number of social emotional lessons delivered to students.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor the number of SEL lessons provided at each school
Method for Monitoring Effectiveness	Student feedback surveys and student health survey data
Position/Role Responsible	Counselors, Principals, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 1

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)?	

Action Step # 2

Action Step	Utilize a universal social emotional screener instrument to support social emotional learning.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Chart the number of screeners provided
Method for Monitoring Effectiveness	Monitor discipline data and student health survey data.
Position/Role Responsible	Counselors, Principals, federal programs director
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Develop student centered learning environments. Professional development will be provided in areas that include lesson planning, small group instruction, developing formative and summative assessments, unit planning, new teacher induction programming, PBIS, building professional capacity through endorsement certification programs, and developing best practices for instruction.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Attendance reports for professional learning or sign in sheets
Method for Monitoring Effectiveness	PBIS data and behavior data

Action Step # 3

Position/Role Responsible	DIstrict PBIS Coordinator, School PBIS Coaches
Evidence Based Indicator	Moderate

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)?	Pioneer RESA

Action Step # 4

Action Step	Provide active shooter response training to all staff through GEMA training. All staff will be trained in this method of active shooter response training.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Attendance Sign In sheets
Method for Monitoring Effectiveness	Course Completion test results
Position/Role Responsible	Facilities Director
Evidence Based Indicator	Moderate

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)?	

Action Step # 5

Action Step	Safety Planning System
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor the use of the system
Method for Monitoring Effectiveness	Safety evaluation
Position/Role Responsible	Facilities Director
Evidence Based Indicator	Promising

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	Parent Engagement
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Communication
Root Cause # 2	Lack of consistent family engagement practices at all levels
Root Cause # 3	Lack of support staff for parent engagement
Root Cause # 4	Technology
Root Cause # 5	Training for parents
Goal	Increase the number of meaningful family engagement activities, including virtual, attended by 10 or more by 25% by the end of the FY26 school year.

Action Step # 1

Action Step	Family communication platform
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Monitor Sign In Reports
Method for Monitoring Effectiveness	Review a graph of interactions within the platform.
Position/Role Responsible	Federal Programs Director, Curriculum/Personnel Director
Evidence Based Indicator	Moderate

Action Step # 1

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)?	

Action Step # 2

Action Step	English Learner Support Personnel to support English Learners at Towns County Elementary, Middle and High Schools.
Funding Sources	Title I, Part A
Subgroups	English Learners
Systems	Family and Community Engagement
Method for Monitoring Implementation	Documentation of EL Support
Method for Monitoring Effectiveness	Feedback surveys from EL Families
Position/Role Responsible	EL Support Staff, Federal Programs Director
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Parent Resource Check Out Library
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitor Check Out Log
Method for Monitoring Effectiveness	Feedback survey analysis about check out system
Position/Role Responsible	Federal Programs Director, School Principals
Evidence Based Indicator	Strong

3.2 Overarching Need # 2

Action Step # 3

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Parent University(Workshops for parents that are also videoed and posted to our Parent University webpage)
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign In sheets, Facebook Live attendance
Method for Monitoring Effectiveness	Parent Survey analysis
Position/Role Responsible	Federal Programs Director, Principals, Curriculum/Personnel Director
Evidence Based Indicator	Moderate

Action Step # 4

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	ESL community organizations, local banks (financial literacy workshops) Area organizations and business who can provide workshops based on parent interest such as financial literacy, budgeting, health awareness etc.

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Coherent Instructional System
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Access to technology
Root Cause # 2	Additional Math Support at the Elementary and High School
Root Cause # 3	Communication
Root Cause # 4	Seamless support for at risk students
Goal	Increase the percentage of students who perform at the passing rate and at the proficiency rate by 3% on the Georgia Milestones by the end of the FY26 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 Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

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

Action Step # 1

Action Step	Provide time for teachers to meet in their professional learning communities.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	PLC Documentation
Method for Monitoring Effectiveness	Feedback survey results, student achievement results
Position/Role Responsible	Title IIA Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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	Professional development to support individual professional learning goals, and district identified areas of instructional growth needs.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Participation documentation review
Method for Monitoring Effectiveness	Feedback survey results, student achievement results
Position/Role Responsible	Title II A Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

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)?	

Action Step # 3

Action Step	Math intervention staff at Towns County Elementary School to provide additional intervention support to students in math.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations, schedules, other documentation of math interventions such as progress monitoring
Method for Monitoring Effectiveness	student achievement and progress monitoring analysis
Position/Role Responsible	Math Intervention staff, Federal Programs Director, Principals
Evidence Based Indicator	Moderate

Action Step # 3

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	Instructional support paraprofessionals in Towns County Elementary and Towns County Middle School to provide support for struggling students.
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	schedules, job descriptions, time sheets
Method for Monitoring Effectiveness	Review of student achievement data
Position/Role Responsible	Federal Programs Director, Principals

Action Step # 4

Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 5

Action Step	Supplemental software to provide targeted instructional practice and support differentiation for all learners.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction

Action Step # 5

Method for Monitoring Implementation	Implementation reports
Method for Monitoring Effectiveness	student achievement data analysis
Position/Role Responsible	Principals, Curriculum Director, Federal Programs Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 6

Action Step	Technology devices and equipment
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Inventory Lists
Method for Monitoring Effectiveness	Student Achievement data analysis
Position/Role Responsible	Federal Programs Director, Technology Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 7

Action Step	Supplies for students experiencing homelessness
Funding Sources	Title I, Part A
Subgroups	Homeless
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Log of Materials provided

Action Step # 7

Method for Monitoring Effectiveness	Student achievement data analysis for this group of students
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 8

Action Step	Poster Paper and Ink Supplies for Supplemental Instruction
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 8

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Inventory Documentation
Method for Monitoring Effectiveness	Student Achievement Data Analysis
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 9

Action Step	Supplemental books and magazines to support instruction
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 9

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Inventory documentation
Method for Monitoring Effectiveness	Student Achievement Data review, Observation data review
Position/Role Responsible	Federal Programs Director, Principals
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 10

Action Step # 10

Action Step	Professional Learning to support English Language Instruction.
Funding Sources	Title II, Part A
Subgroups	English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Participation Documentation
Method for Monitoring Effectiveness	EL Student Achievement Data analysis
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Moderate

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)?	

Action Step # 11

Action Step # 11

Action Step	Fund stipends for teachers who complete endorsements for career advancement opportunities, increasing the professional capacity of our staff, and enhancement of the instructional strategies of our teachers.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring of participation documentation
Method for Monitoring Effectiveness	Review of walkthrough data, evaluations, and student achievement
Position/Role Responsible	Title II Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 12

Action Step	Professional development will be provided to staff on the use of data to drive instructional decisions and ensure equitable outcomes for all students.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring of Participation Documentation
Method for Monitoring Effectiveness	Review of walkthrough data, evaluations, and student achievement
Position/Role Responsible	Title II Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 12

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 # 13

Action Step	Provide stipends to teachers participating in professional learning outside their contracted time that promotes student achievement and improvement of instructional strategies.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Participation documentation
Method for Monitoring Effectiveness	Monitor feedback responses and student achievement data
Position/Role Responsible	Title II Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Action Step # 13

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

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Leader and Teacher Retention
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Access to technology
Root Cause # 2	Communication
Root Cause # 3	Professional Development
Goal	Maintain teacher retention to be greater than or equal to 90% and increase leader retention by 33% by the end of FY26.

Equity Gap

Equity Gap	Teacher Retention

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Collaborative Planning schedules to support PLC time.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Schedules, PLC documentation
Method for Monitoring Effectiveness	Feedback survey data, student achievement data, TKES data
Position/Role Responsible	Title II A Coordinator/PL Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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	Simple K 12 online professional learning platform for individual goals and needs of staff.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Usage Reports
Method for Monitoring Effectiveness	Feedback Survey results, student achievement data
Position/Role Responsible	Curriculum/Personnel Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

3.4 Overarching Need # 4   78

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)?	

Action Step # 3

Action Step	Provide an induction program to guide new teachers and leaders. (mentors, dedicated PD)
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentor Logs, PD participation
Method for Monitoring Effectiveness	Feedback survey results, TKES data
Position/Role Responsible	Title IIA Coordinator
Evidence Based Indicator	Moderate

Action Step # 3

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	New Teacher Orientation for new teachers.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Participation Documentation
Method for Monitoring Effectiveness	Feedback survey results

Action Step # 4

Position/Role Responsible	Personnel Director
Evidence Based Indicator	Promising

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)?	

Action Step # 5

Action Step	Teacher Keys Effectiveness System training for all new teachers.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation	Participation documentation
Method for Monitoring Effectiveness	TKES Data analysis
Position/Role Responsible	Personnel Director, Principals
Evidence Based Indicator	Promising

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)?	

Action Step # 6

Action Step	Professional development to support professional learning goals and plans.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PD Participation documentation(sign in sheets etc.)
Method for Monitoring Effectiveness	TKES Data, Student achievement data
Position/Role Responsible	Professional Learning Coordinator/Title II Part A Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 7

Action Step # 7

Action Step	Positive Behavior Intervention System professional development to support classroom management and supportive learning environment.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Participation documentation
Method for Monitoring Effectiveness	TKES Supportive Learning Environment score analysis, student achievement analysisi
Position/Role Responsible	Personnel Director
Evidence Based Indicator	Moderate

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)?	

Action Step # 8

Action Step	Leader Development Professional Development
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Participation Documentation review
Method for Monitoring Effectiveness	TKES data analysis, feedback surveys
Position/Role Responsible	Title II A coordinator
Evidence Based Indicator	Moderate

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)?	

Action Step # 9

Action Step	Exit survey for teachers leaving the system and Stay survey to gain feedback from teachers currently teaching in the system.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Survey Participation data
Method for Monitoring Effectiveness	Survey response data
Position/Role Responsible	Personnel Director
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 9

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

Action Step # 10

Action Step	Provide professional learning for teachers to acquire endorsements that support their professional learning goals and district needs and goals.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion reports, certificate
Method for Monitoring Effectiveness	PL Feedback data
Position/Role Responsible	Title II A Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Action Step # 10

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)?	

Action Step # 11

Action Step	Provide stipends to teachers who complete endorsement programs.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion reports, certification
Method for Monitoring Effectiveness	Monitor feedback surveys, monitor the personnel reports and class schedules
Position/Role Responsible	Title II A Coordinator
Evidence Based Indicator	Moderate

Action Step # 11

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)?	

Action Step # 12

Action Step	Provide Literacy leadership professional learning to administrators to support professional growth and increase knowledge in literacy to support teachers with classroom instructional strategies.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitor Participation Documentation

Action Step # 12

Method for Monitoring Effectiveness	Monitor literacy data, feedback surveys, and evaluation data.
Position/Role Responsible	Title II Coordinator
Evidence Based Indicator	Moderate

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)?	

Action Step # 13

Action Step	Attend recruitment fairs to recruit teachers to our district to support openings in areas in which teachers are retired or otherwise leaving. This is especially needed in the area of high school math currently. Attracting new teachers to our district would be beneficial to our future retention efforts.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 13

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Implementation will be monitored by reviewing documentation of attendance at recruitment events.
Method for Monitoring Effectiveness	Effectiveness will be monitored by reviewing the number of applicants that are submitted from the recruitment event participants and the new staff hired.
Position/Role Responsible	Personnel Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 14

Action Step # 14

Action Step	Provide supplies to support student learning.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monitor Usage
Method for Monitoring Effectiveness	Survey
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The various stakeholder groups were each administered a needs assessment survey, which was derived from both the Title II Part A and Title I sample questions. The resulting data was shared with district administrators and members of the board of education as part of a comprehensive needs assessment process. Additionally, Towns County Schools conducted a virtual data presentation and solicited feedback through a Google form, which was well attended by stakeholders from community agencies who were personally invited. The comprehensive needs assessment team convened to review this feedback and discuss its impact on the different federal programs utilized by Towns County, as well as how it affected various aspects of the CNA. Based on the available feedback and data, the team deliberated on how to best coordinate and improve activities. The needs assessment feedback and data were used to help develop new school system improvement goals.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The CPI reports are reviewed by the Title II Coordinator/Personnel Director, who shares them with principals in the spring before class assignments are made. For each teacher in their building, principals are given a list of years of experience. The Personnel Director and principals collaborate to ensure that inexperienced teachers are not placed in consecutive grade levels where possible. The CPI report worksheet is utilized as a review tool to ensure that all classes are staffed by professionally qualified teachers. Although Towns County has the ability to waive certification through the Strategic Waiver Contract, the Personnel Director reviews each proposed hire before submission to the Board of Education for approval. Certifications are thoroughly examined, and the Personnel Director indicates whether the application can proceed as professionally qualified or if additional efforts are required to meet these standards. Any teacher who is hired without valid GA certification must begin the process of fulfilling the requirements as soon as possible. Towns County prioritizes applicants who possess valid GA certification, and the percentage of infield and out of field teachers is closely monitored by the Personnel Director, who communicates this information to the Superintendent and principals. Furthermore, class rosters are evaluated to determine the proportion of students who are taught by ineffective or inexperienced teachers.

Serving Low Income and Minority Children

	Building administrators utilize this information to ensure that low-income and minority students enrolled in Title I schools are not served by ineffective or inexperienced teachers at disproportionate rates. Prior to finalizing schedules for the year, TKES data is reviewed to identify any teachers who are deemed ineffective, and professional learning and support are provided to help them improve.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Towns County Schools assesses student achievement through a system leadership team and vertical planning sessions twice a year. Teachers scrutinize achievement data and make joint recommendations for potential professional development to enhance improvement. The administration examines TKES data, achievement data, and other state-level data to further guide the choice of professional learning. Induction level teachers who possess EdTPA data have an additional data set to review with the administration and the induction level teacher to plan professional learning related to their needs. The district coordinates Title II Part A, state, and local funds to provide leave time for teachers to participate in professional learning and plans collaboration opportunities for professional learning communities. A professional learning calendar has been established, providing monthly meeting times throughout the school year. Professional learning workshops and conferences are shared in collaboration meetings. Professional Learning Feedback forms are utilized to determine the teacher's perceived effectiveness of the professional learning opportunity and provide information on the job-embedded application of learning. Prior to approving professional learning, it is checked to determine if research-based evidence is available to support it. To move towards evidence-based professional development that aligns with ESSA's definition of professional learning, the approval process has been improved to include an explanation of how the learning opportunity relates to the teacher's individual professional learning goal, evidence-based research supporting the professional learning, and a plan to continue professional learning in job-embedded practices beyond the one or short series of days related to the professional learning opportunity. Teachers are asked to provide examples of how the professional learning impacted their classroom practices. Effectiveness data, including student achievement data such as Milestones data and formative assessment data, will be reviewed. Furthermore, Towns County Schools will provide professional learning to support professional learning goals, mentors to new assistant principals and principals supporting them in their coursework related to leadership degrees, and other leadership-related professional learning that encourages collaboration with other leaders and growth in leadership knowledge and practices to support the professional growth

Professional Growth Systems

	and improvement stages of career development and performance for principals/assistant principals and other school leaders. The supervising evaluators will provide feedback for professional growth and encourage professional learning in areas that support improvement.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The minimum requirements for employment of teachers for whom certification is waived are a bachelors degree or higher and/or 2 years experience in the field or holding an out of field certificate.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Towns County Schools will prioritize the strategies listed in the district improvement plan to provide assistance to identified schools. Each school will also develop a unique improvement plan to guide the support process. Collaborative efforts among various programs will form the foundation of this support. Progress and requirements can be discussed by all programs during the monthly administrative meeting. The allocation of Title II Part A Funds will prioritize the areas of need in the district improvement plan, specifically focusing on Professional Development, Personnel, Title II Part A Administration, and Factors that Impact the Learning and Work Environment.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The district will support the Career, Technical and Agricultural Programs already in place at the high school level to include the following pathways: Agricultural Mechanics, Metal Fabrication, Electrical Systems, Forestry, Wildlife Management, Horticulture, Agribusiness, Business and Technology, Computer Programming, Web Development, Cybersecurity, Teaching/Education, Accounting, Advanced Accounting, Entrepreneurship, Allied Health and Sports Medicine. The district will continue to support additional pathway implementation as guided by stakeholder input, business and industry growth data and student interest. The district will support Middle School CTAE Programs in Business, Agriculture and Computer Science. The Middle School will also offer students the option to take two high school courses, Basic Ag and Intro to Business and Technology at the middle school for 8th graders to obtain high school credit. The system remains open to the possibility of offering more foundation CTAE courses to 8th graders in the future. Academic standards as well as employability skills are embedded into all CTAE courses. CTAE teachers often collaborate with academic teachers on projects throughout the year. A great example of collaboration is the Georgia BEST Soft Skills Employability Skills Certification through the Department of Labor. Students use YOUScience for aptitude testing, Georgia Career Information System and other College and Career Readiness software programs for career guidance. CTAE Teachers, CTAE Director and the Guidance Counselor uses the reports from YOUScience and GCIS to advise students in post-secondary options and career-choices. CTAE's co-curricular Career, Technical and Student Organizations play a vital part in the CTAE programs at the middle and high school level. FBLA, FFA, HOSA, FGE and First Robotics all have high school organizations established, with FBLA, First Robotics and FFA chapters at the middle school level as feeders. All CTSOs are active and successful at the region, state and national levels. Each year, many of our students qualify to compete at the national level,through competitive events programs.

CTAE Coordination

	Our students are actively engaged throughout the year in our school and community, in the many CTSO programs, projects and activities. Our CTAE Program has a strong working relationship with our post-secondary partners. Once a program of study is developed for a student, the student has many exit and entry points throughout the process until they are actively employed. The district will support the strong Work-based Learning /Youth Apprenticeship program in place at high school. With close to 80 placements this year, the program continues to grow as it attracts junior and seniors earning WBL/YAP credit while working toward career-based employment. Some students earn Youth Apprenticeship credit, while others complete internships and Co-op credit through WBL Program. In addition, the district supports students participating in industry tours, job shadowing experiences, field trips, guest speakers and career fairs that will expose students to a variety of in-demand careers. Lab simulations are being utilized to provide additional job related experiences. CTAE will utilize additional events such as Be Pro, Be Proud Georgia Career Workshop, Probe Fair and Career Fairs on our campus. CTAE has a strong collaborative relationship with the community where industry partners and community leaders include active advisory councils that serve on needs assessment committees, program councils, mentors, and employers of our students. CTAE courses are project based and focused on skill attainment. Assessments are strategic, industry appropriate and skill focused. End of Pathway Assessments are used once the student finishes a pathway as a way to gather data and to make sure students met all standards for the program. EOPA are a great way for CTAE students to earn industry-recognized credentials and certifications while still in high school. With these certifications and skill sets, our students are industry marketable and competitive in jobs that are high demand and high skill. Our Ag program and Healthcare Science Programs are Industry Certified through the Department of Education. Students in grades 1-5 are introduced to careers through career lesson plans delivered by the Towns County Elementary school counselor. The counselor schedules time to meet with each class to cover all of the career lessons recommended for that grade level. CTSO members in FBLA, HOSA and FFA also partner with the elementary school in several events throughout the school as part of school service, to help in teaching of lessons or volunteers at different events. To culminate the study when possible a career day is provided for students to interact with a variety of individuals and view equipment related to a variety of careers.

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.	Starting in January 2018, Towns County Elementary School adopted the PBIS (Positive Behavioral Interventions and Supports) program. The program aims to offer alternatives to discipline practices that involve removing students from the classroom. By proactively teaching and reinforcing behavior expectations, the school hopes to reduce the need for such practices. The school has also received training in Tier II PBIS and is implementing interventions to better support students with behavior needs. Similarly, Towns County High School began implementing PBIS in FY22. Both schools have access to past and current discipline data through Infinite Campus and are encouraged to review it regularly. This data will serve as a basis for discussions about the appropriate use of discipline practices and how to avoid overusing practices that remove students from the classroom. Such discussions will take place during district administrator meetings.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Starting in sixth grade, eligible students are given the chance to enroll in advanced content classes, with the option of taking courses for high school credit by eighth grade. Currently, eighth-grade students are able to take courses such as Ninth Grade Literature, Algebra 1, Introduction to Business Technology, and Basic Agriculture, which opens up scheduling opportunities for them to take Dual Enrollment or other advanced courses more frequently throughout high school. In January, an informational meeting is held at the school for all eighth-grade students and their parents about Dual Enrollment, where representatives from nearby colleges, including Young Harris College and North Georgia Tech, attend to answer questions and provide guidance to interested students and parents. Young Harris College offers distance learning courses at the Towns County High School campus. The CTAE department offers a range of career pathways and Work-Based Learning opportunities to students to explore their career interests at a higher level. Field trips to visit local colleges, such as North Georgia Tech and the University of North Georgia in Dahlonega, are offered throughout the school year, alongside college recruitment visits. Every spring, Towns County High School holds a Freshman orientation for incoming freshmen and their parents, providing them with information about the high school, including the CTAE and Dual Enrollment opportunities available. The high school counselor is available to assist with any transition-related concerns.

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.	Towns County's kindergarten teachers visit several preschool programs, including the county day care, Head Start Pre-K (which is located in the same building), and a nearby church preschool. These are the primary sources of enrollment for Towns County's kindergarten program. Prior to the start of school, kindergarten teachers conduct one-on-one assessment activities with students at each of these preschools to gather information about their readiness and their familiarity with the Towns County Kindergarten staff. In the spring, a kindergarten orientation is held for parents and students to learn about what to expect from kindergarten. Additionally, kindergarten classes participate in the system-wide open house, which allows students to meet their assigned teacher, paraprofessional, and visit their classroom. Towns County Schools houses the Head Start Pre-K program, which is managed by Ninth District Opportunities. A

Preschool Transition Plans

	kindergarten teacher sits on the Head Start Pre-K committee to provide information and assistance with the transition to kindergarten.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Towns County Schools does not have Title I targeted assistance schools at this time.

Title I, Part A – Instructional 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.	Towns County Elementary and Middle Schools participate in the Title I Schoolwide program. The schools are organized as Towns County Elementary (Grades K-5), Towns County Middle (Grades 6-8). Both schools provide core content classes along with fine arts and physical education. Additionally the middle school provides Connections classes in Agriculture Technology. Elementary and middle school students may participate in advanced content classes. There is support at each level for English Learners (EL), students experiencing homelessness, special needs, and gifted. The school nutrition program provides meals for breakfast and lunch each school day. Each school provides age appropriate extra-curricular activities. There are no Title I Targeted Assistance schools in the Towns County School District. Currently there are no N&D facilities located within the Towns County School District. Instructional support personnel are provided at the Elementary and Middle School to provide support for struggling students. Intervention teachers are also provided at the Elementary School level to help reduce class size and support struggling students. Along with the support personnel and intervention teachers at the Elementary and Middle Schools, many subscriptions are provided through Title I funds to help support the areas of reading and math. The subscriptions currently include, IXL for math, reading, social studies and science, Scholastic Scope Magazine, USA Test Prep and BraIn Pop. Along with these, subscriptions to evaluate student progress provided also include the MAP Assessment System. Along with these assessment systems

Title I, Part A – Instructional Programs

	and subscriptions many other resources and instructional technology items are purchased to help support student achievement.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Towns County Schools registrars will ensure that the Title I, Part C Parent Occupational Survey is completed for students enrolling in Towns County Schools. The parent occupational survey is included in the student handbook at each school among forms to be completed by the parent of every returning student. Upon completion of the parent occupational survey, the federal programs director will immediately submit any forms check yes to having moved for work in the past three years who have also checked any item numbered 1-7 on the form to our state MEP contact. In order to ensure the timely transfer of pertinent school records, including information on health, when children move from one school to another, Towns County Schools will transfer those records upon proper request within 24 hours when possible. Currently Towns County Schools have no students identified as migrant. Towns County Schools Federal Programs Director will use the Migrant Student Information Exchange (MSIX) to send move notifications by email when migrant students leave Towns County Schools to ensure they are recruited in the receiving district; receive notification that a migrant student is arriving in Towns County; research a student's MSIX history to determine any special needs/circumstances, view a student's enrollment history to determine if immunization records exist, view a student's assessment and course history to ensure appropriate course enrollment and grade placement, communicate any special needs/circumstances that the receiving state should know, use designated graduation school information to align student coursework in receiving states, to determine Limited English Proficient (LEP) status, to determine Individualized Education Plan (IEP) status, to look for medical alerts, to ensure that high school students are in correct classes to meet graduation requirements.

Title I, Part C – Migrant Supplemental Support Services

| 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).
2. Direct-funded LEAs describe:ul
3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.
4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer. | To ensure compliance with Title I Part-C (Migrant Education), Georgia Department of Education (GaDOE) an Occupational Survey is given to all new enrolling students and included for all returning students at the beginning of each school year. If yes, responses to any of these questions are received, the name and contact information is forwarded to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students, who are deemed eligible for Migrant education program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. We currently have no Migrant students at this time.

Services are available through Family Connections for other health and nutrition needs. Head Start pre-k programs are available on our campus for preschool Youth, while 9th District Opportunity provides assistance with utilities. Towns County Food Bank provides nutrition for those in need. Towns County Schools work closely with Mountain Education Charter High School to provide educational opportunities in a self paced environment for out of
school youth and dropouts. |

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 | The 2021-2022 Annual Performance Summary (APR) indicates that Towns County Schools did meet the State Target for graduation rate, Indicator 1, of students with disabilities. The State Target rate was 71.55% and the LEA rate for percent of youth with IEPs graduating from high school with a regular diploma was 91.67%. Also, according to the APR, Towns County Schools did meet the State Target for Indicator 2, Drop Out Rate again. The percent of youth with IEPs dropping out of high school was 0% for FY22. To maintain the graduation rate and to maintain the dropout rate, the current strategies have been reviewed. Towns County Schools will continue to provide teacher mentors for new Special Education Teachers in the system. With the successful mentorship of best practices new teachers can be prepared for the challenges that face this unique population. In addition to new Special Education teachers having mentors, Lead Teachers for each school level has created an additional layer to build capacity. These Leads help with additional support teachers may have, are the "go to's" for specific Professional Learning initiatives, and overall provide more feedback regarding strengths and weaknesses to address within a specific grand band or school. The Special Education Director includes general supervision of the mentors, leads, and teachers during the mid-year and end-of-year TKES meetings. If technical assistance is needed, the Special Education Director will arrange for this to happen during the same or following month of the mid-year and end-of-year TKES reviews. According to APR FY22 data, Towns County Schools also met Indicator 13 again for Secondary Transition with a 100% district rate for percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals with evidence that students are invited to the IEP meetings in which transition services are discussed. In FY22 on the APR, Towns County Schools also met Indicators 14C for Post-School Outcomes with a 100% rate of students compared to the 82% state target enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. Currently all grades 8-12 special education teachers have been trained as transition service plan trainers. Towns County Schools plans to continue with our specific transition service plan training for any new special education teacher who should begin teaching in grades 8-12 special education in Towns County. If a new teacher joins the team, the Special Education Director will arrange for professional development from one of our transition service plan trainers during the August, 2022 pre-planning. |

IDEA Performance Goals:

	The effectiveness of transition service plans will be monitored by the Special Education Director utilizing the DOE's transition service plan checklist during grades 8-12 special education IEP meetings attended by the Special Education Director. If further technical assistance is required by one of the grades 8-12 special education teachers regarding transition service plans, the Special Education Director will arrange for this to take place within one month of identification of the need for technical assistance. Further efforts to maintain the above include having a designee who joined Georgia's statewide transition consortium this year and will remain on that consortium as well as also becoming the designee for GADOE's work with VR in Virtual Job Shadowing (VJS) to enhance vocational skills. This designee from the consortium and VJS redelivers pertinent information to the other high school special education teachers and special education director within one week of meetings. This designee maintains a spreadsheet which is shared among the high school special education department to include names of all high school special education students and their status with VR and VJS. div id="q_4"

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	According to FY22 APR data, Towns County Schools met Indicator 6B, percentage of young children receiving the majority of special education services in separate classes, separate schools or residential facilities with an LEA Rate of 28.57% compared to the State Target of 41.32%. Also according to FY22 APR data, Towns County Schools met all of Indicators 7A (PreSchool Outcomes Social Emotional Skills), 7B (PreSchool Outcomes Acquisition of Skills), and 7C (PreSchool Outcomes Use of Appropriate Behaviors) for both summary statements in each category which include improvement of positive social-emotional skills including social relationships, improved acquisition and use of knowledge and skills including early language, communication, early literacy, and improvement in the use of appropriate behaviors to meet their needs. Towns County Schools also met Indicator 8, parent involvement, with an LEA rate of 97.85% compared to the State Target of 88.6% according to FY21 APR data. This number indicates the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. In order to maintain, early literacy skills are being addressed through the CORE literacy assessment and resources partnership with Pioneer RESA in 2022-2023 SY in addition to the training of the preschool teacher in an Orton Gillingham direct instruction teaching methodology, Fundations.

IDEA Performance Goals:

	A review of the following by the stakeholder team has resulted in a plan to continue with this strategy from the previous year: In order to maintain the percentage of students in the area that was targeted beginning last year of aged 3-5 who enter the program with below age expectations in the areas of knowledge/skills and behaviors who exit the program with age level expectations as well as to maintain the targets in all other areas of Indicators 7A, 7B, and 7C, the district will continue use of the ABLLS-R progress monitoring data which focuses on social-emotional, knowledge/skills, and behaviors. Monthly data collection will continue to be submitted by the special education teacher to the special education director. In addition, the team will collect monthly data collection focusing on knowledge/skills using specific knowledge/skills curriculum-based measurements in the areas of number identification, quantity discrimination, missing number, and Dynamic Indicators of Basic Early Literacy Skills monthly data. To address the behavior component, the preschool team will continue to focus on Zones of Regulation training for the upcoming school year. A dedicated phonics program is being added in addition to Learning without Tears. Georgia Early Learning and Development Standards retraining and review will be part of the professional development courses for preschool special education teachers this year. As in the FY19 APR report, again in the FY20 APR, FY21 APR, and FY 22 APR report, 100% of students referred by Part C prior to age 3 as part of the Indicator 12: Early Childhood Transition were evaluated within 60 days of receiving parental consent for initial evaluation as well as 100% of those students who were found eligible for Part B having an IEP developed and implemented by their third birthdays. Towns County schools will continue to work closely with the Babies Can't Wait program with holding transition meetings between the ages of 30 to 33 months old, conducting evaluations and developing/implementing IEPs for those who qualify by the child's third birthday. Students will continue to be evaluated by a comprehensive team. The special education director will continue to coordinate the timelines after BCW agency referrals. For those students who are eligible for an IEP, Towns County Schools will continue to work with parents to navigate through the HeadStart sign up program as well as to invite members of this agency to attend as appropriate. Teams will continue to consider the Least Restrictive Environment at each student's IEP meeting. Towns County Schools will maintain our relationship with our Avita partner to offer parents of young children (3-5) support with TEFRA/Katie Beckett/Georgia Medicaid. We will also maintain our relationship with Parent to Parent of Georgia to provide step-by-step training to parents in these areas as well. We plan to continue our partnership with Understood.org in providing material and resources to parents of children with thinking and learning differences. We plan to continue our relationship with community therapy agencies to educate and provide choices regarding available therapy resources outside of school. We also plan to continue to provide Child Find information to all local daycares, preschools, and private schools in addition to physicians and home school organizations

IDEA Performance Goals:

	to keep the word out there about our services. It is our goal to continue to find out the individual needs of parents / families at eligibility meetings and to continue to provide our individualized follow up support resources to those parents within 30 days at the IEP meeting.

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	The following has been reviewed and deemed by the team of stakeholders to be working and plans are for it to continue. The Towns County Schools Special Education Director will provide professional development for teachers on the topic of FAPE during pre-planning and for administrators during the first scheduled administrator meeting of the school year. IEP accommodations / modifications / behavior intervention plans are shared by special education case managers with all those who will be working with SWDS during pre-planning each school year and again during the week prior to the beginning of second semester for those high school students who are enrolled in different classes during the second semester then the first. The special education case manager will review the accommodations / modifications / behavior intervention plans with each person working with each SWD, provide a copy of the accommodations / modifications /behavior intervention plans and have the recipient sign a receipt to acknowledge this. The Towns County School district will continue to meet Indicator 11: Child Find with 100% of children ages 3-21 who are evaluated within 60 days of receiving parental consent for initial evaluation as well as Indicator 20: Timely and Accurate Data with 100% for state reported data. The district will also continue to meet Indicator 5 for Least Restrictive Environment. The Towns County School district will continue to meet Indicator 4A and 4B for suspension and expulsion by not demonstrating significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and by not demonstrating significant discrepancy by race or ethnicity in the rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs. The special education director will continue to supervise training of principals and maintenance of monitoring of the number of days for suspension and expulsion, training of teachers to identify when it may be appropriate to develop an FBA/BIP if there are repeated offenses with patterns as well as for manifestation determination meetings. The Towns County School district will continue to meet Indicators 9 and 10 by not having disproportionate representation of racial and ethnic groups in special education, related services, and/or specific disability categories which is the result of inappropriate identification policies, procedures, and practices. Given that the system met the target rate this year for parental participation, the team acknowledges that the plan put in place last year

IDEA Performance Goals:

	was successful. Upon analysis of the parent survey data, there are no areas in which parents responded negatively. Focusing on the two areas that parents answered the least positively (although still good responses) would include the school providing information on agencies that can assist with grade level transitions and/or transitions to post school settings and regular communication regarding my child's IEP goals. Towns County Schools will expand on our system of orientation for all students with disabilities between the preschool and kindergarten transition, 5th to 6th grade transition, and 8th to 9th grade transition by providing opportunities in addition to those already being provided for students and parents to familiarize themselves with the next level. Efforts to improve post-secondary transition were described in the graduation section. Towns County Schools met the target for the FY 22 APR GaDOE Parent Survey. If the system fails to meet the target, then the school will survey to see what information parents would like to see regarding progress of IEP goals in addition to the special education progress reports sent each nine weeks. For students who are found to be eligible for special education services, the IEP team will develop plans with participation from all required team members to include all the necessary components of the IEP and to be reviewed at least annually. Both parental and student input is needed and obtained to develop an effective plan. Each required component is reviewed by the director at each IEP meeting. The school psychologist submits a work evaluation schedule to the special education director monthly throughout the school year. The evaluation schedule is monitored by the special education director to ensure timeline compliance. Annual review and three year reevaluation consideration schedules are submitted twice annually by special education case managers to the special education director. The director monitors these lists for timeline compliance with procedures being reviewed by the directly at least annually.

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	Towns County will continue to maintain compliance with all state and federal laws and regulations for SWD. Towns County continues to have a rate of 100% on Indicator 20 for timely and accurate data. The role of the Special Education Director in Towns County Schools is to provide continuous general supervision over all aspects of the provision of a free & appropriate education to SWD ages 3- 21. The Special Education Director attends each referral meeting, eligibility meeting, and IEP meeting. The Special Education Director maintains a spreadsheet with each student's date of referral and timeline due date. Each case manager maintains and shares with the Special Education Director a spreadsheet with other timeline data to include annual review and three-year consideration of reevaluation. Compliance is reviewed by the director at each meeting. In the rare instance that the Special Education Director is unable to attend a meeting, an LEA is sent in her place and the results of the meeting are reviewed by the director after

IDEA Performance Goals:

noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	the meeting. Timely and accurate data compliance procedures were described in the above FAPE section. Any non-compliant areas are returned for correction & resubmission. Procedures are reviewed annually to all appropriate parties and again mid-year and end-of-year during TKES conferences. Case managers complete due process checklists annually. Hard copies of all SWD records are kept in the director's office for annual review. Technical assistance is provided as needed throughout the school year.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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 FY24 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 FY24 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 FY24 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 FY24 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 FY24 Title IV, Part A funds

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The LEA Equity Action plan was effective in reducing the equity gap selected for the year.

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Although we do not have complete data on the GA Milestones test scores, upon analyzing our MAP scores, we have observed a 4% improvement in both math and reading, in contrast to the previous year's Map Growth scores. While we acknowledge that our progress is gradual, we recognize that there is still a significant need for improvement in our instructional programs, and we will persist in our efforts to enhance them.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	The interventions implemented have proven to be effective in our teacher mentor program, as evidenced by the retention of all teachers participating in the program. In addition, one veteran teacher is being promoted to an administrative position, and another is being appointed as a media specialist. However, three teachers will be leaving the district for personal reasons such as moving closer to home. We still recognize the need to support teacher retention, especially as an equity gap area of focus.

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Based on feedback received from individuals, the provision of mentors to new teachers and professional learning sessions to support their individual professional learning goals and plans has been effective in helping teachers acclimate to the school and feel supported throughout the school year. Moreover, providing induction support to our first-year teachers in addition to mentorship has been beneficial in allowing extra time to address their individual needs. The introduction of a stipend for new teachers has led to increased interest and participation in the induction program. Additionally, providing professional learning opportunities for our leaders enables them to collaborate with other leaders at their respective school levels. As our district has only one elementary, one middle, and one high school principal, along with only two assistant principals, the ability for our leadership team to connect with individuals in similar positions is particularly valuable, despite their collaboration on a local level.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No participating private schools.

Title II, Part A	No participating private schools.

Title III, Part A	NA

Title IV, Part A	No participating private schools. (Funds transferred to Title IA.) A meeting was held with the previous participating private school to include the discussion of Title IV funds transferred to Title I for the FY24 school year.

Title IV, Part B	No participating private schools. Funds transferred to Title IA.

Title I, Part C	NA

IDEA 611 and 619	No participating private schools .