Comprehensive Needs Assessment
2024 - 2025 District Report

Echols 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	Vince Hamm
Multiple Program(s)	Federal Programs Director	Rebecca Hill
Multiple Program(s)	Curriculum Director	Bobbie Staten and Zane Craven
Multiple Program(s)	School Leader (#1)	Bobbie Staten
Multiple Program(s)	School Leader (#2)	Zane Craven
Multiple Program(s)	Teacher Representative (#1)	Abby Hamm
Multiple Program(s)	Teacher Representative (#2)	Beverly Highsmith
McKinney-Vento Homeless	Homeless Liaison	Rebecca Hill
Neglected and Delinquent	N&D Coordinator	Rebecca Hill
Rural	REAP Coordinator	Rebecca Hill
Special Education	Special Education Director	Angie Sowell
Title I, Part A	Title I, Part A Director	Rebecca Hill
Title I, Part A	Family Engagement Coordinator	Sena Pike
Title I, Part A - Foster Care	Foster Care Point of Contact	Rebecca Hill
Title II, Part A	Title II, Part A Coordinator	Rebecca Hill
Title III	Title III Director	Kathleen Pafford
Title IV, Part A	Title IV, Part A Director	Rebecca Hill
Title I, Part C	Migrant Coordinator	Rebecca Hill

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Rebecca Hill
Multiple Program(s)	Finance Director	Dave Rosser
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Zane Craven

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	Bobbie Staten and Zane Craven
Multiple Program(s)	High School Counselor / Academic Counselor	Tara Williams
Multiple Program(s)	Early Childhood or Head Start Coordinator	Bobbie Staten
Multiple Program(s)	Teacher Representatives	Beverly Highsmith, Abby Hamm, Angie Roberts, Elizabeth Register
Multiple Program(s)	ESOL Teacher	Melissa Crosby
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	n/a
21st CCLC	21st CCLC Site Coordinator or Data Specialist	n/a
Migrant	Preschool Teacher	Irene Aguilar
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
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	Analiese Hamm
Title IV, Part A	Technology Experts	Carol Isgro
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Lilly Tullis, Yvonne Juarez Gomez
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Ernesto Martinez Leal
Title I, Part A	Parent Representatives of Title I Students	Kasie Bone, Denis Garcia, Zena Born, Irene Aguilar
Title I, Part A - Foster Care	Local DFCS Contacts	Gail Findley
Title II, Part A	Principals	Bobbie Staten and Zane Craven
Title II, Part A	Teachers	Beverly Highsmith and Abby Hamm
Title II, Part A	Paraprofessionals	Sarah Lambert
Title II, Part A	Specialized Instructional Support Personnel	RESA Staff: Regina Purvis, Paulette Shoupe, Jenni Anderson; Sena Pike
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Karen Black
Title III, Part A	Parents of English Learners	Margarita Jose Almaraz, Rebecca Bueno, Marcelo Ortiz

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Regina Purvis, Paulette Shoupe, Jenni Anderson
Multiple Program(s)	Technical, College, or University Personnel	Brooke Jaramillio, Shamonti Rizer
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Migrant PAC Members	Diana Juarez, Petrona Venturo, Rodrigo Delgado Benitez
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Karen Black
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	Leigh Ann McLeod
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The team selected stakeholders that are representative of the school system, parents, and community. These stakeholders are actively involved in Echols County School System. Stakeholders' involvement may be at the LEA and/or school level. Their viewpoints offer a unique perspective into the continuous district and school improvement while maintaining a common mission and vision. Echols County Schools included stakeholders from our Migrant population as well as our EL population. Stakeholders from our community included business owners and representatives from various agencies such as The Haven, Wiregrass Technical College, Echols County Health Department, and Legacy.

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?	During the needs assessment process, stakeholders participate in local needs assessment surveys and meetings. ECPC, EPIC, Title III Family nights, and PAC meetings are held to provide an opportunity for stakeholders to participate in the CNA process. In addition, the CNA is shared in the community at our Family Connections meetings. Stakeholder representatives will work with the LEA to analyze the data and identify strengths and weaknesses.

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
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
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.	2.33
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.	1.98
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.	1.98
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
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	2
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
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
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

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.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
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
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.67
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
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.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
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
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.67
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.	1.98
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2
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
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

2.4 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. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.67
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
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
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
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
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.	2.33
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
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
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	1.67
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.	1.98
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.	1.98
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.	1.98
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
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	1.98
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
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
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
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]	survey data, parent conferences data, Feedback forms form parent engagement

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The district uses this information to gain insight on how the stakeholders feel about our school district. This data allows the district to see the opinions and comments from these stakeholders and make changes deemed necessary. The district can see data from stakeholders about schools safety, academics, curriculum, teachers, parent engagement activities and parent engagement funding.

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)	Schedules, Program Manuals, handbooks, EPIC/ECPC meeting documentation, clubs/athletics rosters, Counselor sign in sheet, parent conferences

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?")	Upon enrollment, records are compiled by school personnel to determine needed services. ECS has a RTI/MTSS process that identifies the needs of low performing students. RTI/MTSS students are served using an intervention specialist. Teachers complete EIP and remedial rubrics to identify students that qualify. Language surveys are completed to identify ESOL students. Migrant recruiter is employed to locate migrant eligible families. High school students who have been retained one or more times or behind in credit are offered the opportunity to enroll in the alternative center. All students are offered access to CTAE programs and counseling services. Existing Challenges include scheduling.

What achievement data did you use?	Georgia Milestones, , Infinite campus, ACT.org, College board, Georgia Student Finance Commission, Exact Path, STAR reading, iReady, End of Pathway Assessments, Rigby Data,GOSA, IXL, Dreambox, ACESS , Beacon

What does your achievement data tell you?	We did not include data for some subgroups for the drop out data due to the small number of students in the subgroups. Data shows gaps between our Hispanic and White populations. ECS migrant population as well as ELs perform lower than the white population in English Language Arts and mathematics in grades K-8. Math trends indicate lower achievement in elementary than middle school. ELA achievement data is similar across elementary and middle school. Teachers and leaders need to focus on student data at the domain level and writing continues to be an area where improvement is needed. Our data shows our larger subgroups, i.e. white and Hispanic, score higher on Georgia Milestones than our Migrant population in both English Language Arts and Math. Yearly internal benchmark and progress monitoring data show that migrant students are performing at relatively similar rates as non migrant students. iReady data shows that students in both ELA and math continue to show growth on diagnostic assessments. Currently 48% of students are on or above grade-level in math and 37% are on or above grade-level in ELA in K-8, based on the winter 2023 diagnostic. The percentage of students on or above grade-level exceeds the number of students one grade-level below in ELA (34%) corresponds equally in Math (48%). Working with these learners, continues to be an area of focus to ensure they meet grade-level expectations. Achievement data at ECHS on EOC assessments has continued to grow in US History with 60.7% of students scoring proficient or higher and Biology increased to 48.2% of students scoring proficient or higher. American Literature scores dropped by 15%. Teachers and leaders will focus on dissecting the data to determine our areas that need the most improvement. Scores for Algebra 1 have not been provided due to new standards being implemented. Diagnostic scores in math and reading for grades 9-11 of Exact Path have continued to show student improvement. For FY 24 in math 44% of students showed growth at the 75th percentile or higher and 34% of students showed growth at the 75th percentile or higher in Reading.

What demographic data did you use?	Job descriptions, payroll, Strategic Plan data, Student Information data, Kids Count, Census, Tax reports,Ga Milestones, Benchmark Test, SIS data, CEP Data, Georgia Kids Count Data, GOSA, FTE data

What does the demographic data tell you?	ECEMS currently has 659 students, 298 Hispanic, 330 white, 18 black, and 13 two or more races. ECHS has 248 students, 128 Hispanic, 103 white, 7 black, 6 two or more races, 3 Indian, and 1 Asian. ECS has 4 foster students in the school system at this time. Most of Echols County foster children have been housed in surrounding counties. ECS has 1homeless student. ECS qualified for CEP program. All students qualify for no cost meals. Echols County is a small rural community located on the Georgia Florida line. Little to no industry exist in the county. The lack of industry results in a small tax base and job opportunities. The majority of parents travel outside of the county for work. Current trends indicated that the County population is decreasing while the school population is increasing. ELs and migrant populations continue to increase. A large percent of students come from poverty. ECS continue to monitor the achievement of subgroups to make sure they are maintaining academic progress and we must make extra efforts to provide our students with resources and contacts for future opportunities. Echols County has no incorporated cities/towns. Thus there are very little local funds. Echols County is a high poverty county. The majority or residents commute 15-30 miles to work each day. There is very little industry in the county. ECS has a large migrant and ESOL population. Most families rent or live in mobile houses. Low percentage of post high school education among families. Echols County Schools is the only educational institution in the county. There are no pre-schools/daycares in the county. The school is the main employer. The majority of our parents commute 15-30 miles outside of the county to work. ECS has a large migrant and ESOL population. ECS is a high poverty school district. ECS is schoolwide Title I district. Due to our small size and so many employees with overlapping responsibilities, the time needed to focus on certain areas is limited. Due to being understaffed in the technology department, ECS technology resource management is stretched thin. Echols County does not have any private Pre-K, head start or daycare centers. Echols County is more than 10% worse than the state average in Teen birth , ages 15-19, child poverty, children whose parent lack secure employment, babies born to mothers with less than high school education, Echols County is a high poverty area according to information reviewed from Echols County's Kids Count Profile. This document will note several of the areas: The percent of families with children with annual income of less than 150% of the federal poverty threshold is 25.6%.The percentage of children living in poverty is 31.2%.The percent of children living in families where parents lack secure employment is 19.6%. Since our community is so small and there are few businesses or

	outside opportunities for students, we must make extra efforts to provide our students with resources and contacts for future opportunities. Echols County has no incorporated cities/towns. Thus there are very little local funds.

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?	Lexile Scores are lower than desired across the district. There is a lack of rigor in Tier I instruction and expectation across all academic areas. Teacher need additional training in Tier 1 and 2 instructions. Leaders need to be more consistent in ensuring implementation of Tier 1 and 2 strategies. ECS needs to focus on increasing the reading ability of all students. ECS has developed a template for district classroom walkthroughs. Walkthroughs are used to establish effective monitoring and implementation of programs. The Science of reading needs to be implemented in K-3 to ensure students will read on or above grade level.

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?	A consistent trend arising from the previous section is a need for instruction guidance and support from the LEA. ECS needs to review policy and procedures including literacy legislation.

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?	Teachers attend evidenced based PL. Monitoring the fidelity of implementation of the PL strategies need to be addressed. ECS provides teachers with professional development on literacy and social emotional and behavior interventions.

Strengths and Challenges Based on Trends and Patterns

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?	Multiple opportunities are offered for parent engagement and input. However, attendance is low at parent meetings unless student performances or other student recognition events are attached. Based on parent surveys they feel they do have opportunities to give input and are provided with the district and school documents. 3 PAC meetings for Title IC eligible families are held throughout the year. PAC meet attendance averages around 10-12 families. At the PAC meetings, the agenda includes ways to increase student achievement, Milestones readiness, important dates, community assistance, and needs assessment. Title III holds a family night meeting once a year to provide language support for parents.

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?	Extensive support for students is provided by a variety of programs and support staff including migrant and ESOL. Overall stakeholders feel that ECS maintains a safe environment. ECS still see a trend in a need in social emotional learning support. Learning loss continues to be an issue for many of our students because numerous days missed from school. Literacy improvement continues to be a focus.

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?	Echols County is a high poverty county. We closely review financial expenditures to ensure effective and efficient use of our funds. ECS ensures that the needs of students and teachers are met by using data to determine what programs are most effective. The majority of Echols residents commute 15-20 miles to work each day. There is very little industry in the county. ECS has a large migrant and ESOL population. Most families live in mobile houses. Based on the latest Kids Count data,30% of families with children has annual incomes of less than 150% of the Federal Poverty threshold in Echols County. 278% of our children's parents lack secure employment in Echols.

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?	Math and ELA trends indicate lower student achievement in elementary than in middle school. Based on GMAS data, the majority of elementary and middle school students are at level 1 or 2. We will not receive FY 25 Georgia Milestones scores back until later in the year. Achievement data at ECHS on EOC assessments has continued to grow in US History with 60.7% of students scoring proficient or higher and Biology increased to 48.2% of students scoring proficient or higher. American Literature scores dropped by 15%. Teachers and leaders will focus on dissecting the data to determine our areas that need the most improvement. Scores for Algebra 1 have not been provided due to new standards being implemented. Diagnostic scores in math and reading

Strengths and Challenges Based on Trends and Patterns

	for grades 9-11 of Exact Path have continued to show student improvement. For FY 24 in math 44% of students showed growth at the 75th percentile or higher and 34% of students showed growth at the 75th percentile or higher in Reading. Migrant students trend lower than non-migrant students in both ELA on GMAS. Priority for service migrant students are performing lower than non priority for service migrant students on GMAS. In k - 5, 7.89% PFS students scored proficient on the EOG test, while 11.63% of migrant students and 37.95% of non migrant students scored proficient on the ELA EOG. In grades 6-8, 5.88% of PFS, 40% of non PFS, and 44.97% of non migrants scored proficient on the ELA EOG. Based on IReady data, 37.21% of migrant student in grades 6-8 met their typical growth goal and 11.63% met their stretch growth goal in ELA. In math, 43.90% of our migrant students showed 100% or more progress towards their typical growth goal and 29.27% met their stretch goal in Math. These numbers for ELA are very comparable to non migrant students, however migrant math growth is lower than non-migrant math growth. In the 8th Math, 83% of or migrant students (PFS and NON PFS) showed a least a year's worth of growth on their IReady Scores and 58% met their stretch goal. Based on GMAS EOC data, 18.75% of migrant students scored proficient or higher on the American Literature EOC while on 41.18% of non migrant students scored proficient on the same test. In American History, 37.50% of Migrant PFS, 75% of Non - PFS and 64% of non migrant students scored proficient on the EOC. In Biology, 30% of Migrant PFS, 33% of Non - PFS and 54% of non migrant students scored proficient on the EOC Based on our Exact Path data, our migrant students are achieving a relatively the same proficiency rate at non migrant students in both reading and math. Our priority migrant students are scoring slightly lower than the migrant and non migrant students in both Reading. Teachers and leaders need to focus on student data at the domain level.

IDEA - Special Education

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

Strengths	The System has not been found disproportionate in discipline or identification of SWD's for the last six years. District Determinations have been 100% for the last 5 years. The district most recent cross

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.

	functional monitoring stated there was 1 finding. The corrective action plan was completed and the Special Education manual updates. ECS has a low SPED student to teacher ratio which allows extra support for individual students. ECS SPED graduation typically trends above the state average. The IDEA funds are used to provide individualized, differentiated instruction to improve student achievement and increase Georgia Milestones test scores. SPED teachers are included in PLC's along with classroom teachers
Challenges	The main barriers to SWD's graduation is the ability to pass high school classes. The EOC results for SWD's are a significant factor. Although additional support is provided in classes, many times it is not sufficient for the SWD population. When looking at reading levels (Lexiles), most SWD's in high school have reading levels below the 5th grade level. Phonics instruction is not taught explicitly after 2nd-3rd grade. Math skills are low. Math fluency is not evident. Transition/study skills classes and staff are needed for intervention/remediation.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Echols County School district is comprised of two schools: a 9-12 and a PreK - 8 schools. Both schools are schoolwide Title I Schools. ECS consolidates Title IA funds with other federal funds and local funds. The consolidated funds are used to purchase technology and software to use in the classroom to help teachers and students increase academic achievement. In addition, ECS uses the consolidated funds to hire teachers to reduce class size so that teachers are able to incorporate more hands on learning as well as inquiry based learning. Math and ELA trends indicate lower student achievement in elementary than in middle school. Based on GMAS data, the majority of elementary and middle school students are at level 1 or 2. In FY 24, 32.69% if students in Grades 3-8 scored proficient higher in ELA and 37.57% of 6-8 grade students scored proficient of higher in ELA. In FY 24, 48.44% of students scored proficient or higher in Biology, 62.12% of students scored proficient or higher in US History, and 35.82% of students scored proficient or higher in American Literature. Math scores are currently not available.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	Echols County is in a remote area with a high poverty rate. Reliable and affordable internet service is limited in our county. Due to being understaffed in the technology department, ECS technology resource management is stretched thin. HS ELA trends indicate low student achievement levels. ELA achievement levels do not meet expectations. Writing skills tend to show low performance across all subject areas.

Title I, Part A - Foster Care

Strengths	Echols County Schools works closely with the local DFCS. ECS does have a Foster Care transportation plan in place. ECS has a foster care liaison on campus.

Challenges	Echols County does not have enough foster care parents to house Echols County foster students. Often times students are placed in surrounding counties. Transportation could become a challenge.

Title I, Part A - Parent and Family Engagement

Strengths	Echols County Schools offer a variety of parent engagement opportunities at various times. EPIC (Echols Parent Involvement Committee) and ECPC (Echols County Parent Connect) meets several times a year to discuss school improvement and parent engagement issues for ECEMS and ECHS. In addition, many other opportunities are offered such as Georgia Literacy Week, Reading with Families, Read Across America Week, Apply to College Day, 5thgrade Spelling Bee, Cooking with Kids, Senior Night, Family Engagement Fall Festival, Upcoming Freshmen Orientation, and Father/Daughter Dance. Parent participation is high for events such as the ones listed above.

Title I, Part A - Parent and Family Engagement

Challenges	Parent attendance at our ECPC and EPIC remains constant. Echols County Schools has a large Hispanic population. Often times language and transportation are a barrier. Many parents commute 15-30 miles to work. This makes it hard for them to attend some events. Echols County Schools offers meetings at varies times throughout the year and interpreters/Google translations when applicable to ensure all needs are being addressed.

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	A portion of Title IC funds are consolidated with other federal and local funds. The consolidated funds are used to hire staff to work closely with migrant students. The staff has created positive relationships which helps create a positive learning atmosphere. ECS employs a recruiter that works closely with migrant families to keep them abreast of the child's current educational progress as well as keeping them update with the happenings at ECS. ECS also hires additional staff to work with the OSY and Preschool youth. The migrant parents are interested in their children's education. The migrant PAC meetings are attended by a number of migrant families. The families provide suggestions and feedback as well as ask questions regarding the migrant program. At the final PAC meeting of the year, migrant parents are asked for input on the comprehensive needs assessment as well as the continuation of the consolidation of funds. Migrant Staff work closely with classroom teachers to closely monitor the progress of k-12 eligible migrant students. Report cards, progress reports, milestones scores and benchmarks are analyzed throughout the year. ECS offers a summer program for all students. The summer program is two fold: course credit makeup and enrichment and remediation. All migrant eligible students k - 12 students are invited to the summer school program ECS migrant staff continue to serve OSY/DO and Preschool youth during the summer. When recruiting the ECS migrant staff uses the OSY profile form in determining services and aiding in goal setting for OSY/DO migrant students. This helps the migrant staff to plan lessons to meet the needs of the OSY/DO students. The form is completed at the time of recruitment and lessons are created based on the needs of the individual upon the COE being approved.

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.)

	ECS serves all migrants student in grades k -12 in English and math courses and k-8 in science also. PFS students are prioritized in the event schedules do not allow some students to be served. In FY 24, all migrant students received services with the exception of migrant eligible students that were performing at high levels and was signed off on by their classroom teacher and principal.
	ECS migrant staff communicates with migrant families regarding resources available in the community such as health department services, migrant clinic services, Department of Family and Children Services, summer feeding programs, and East Coast Migrant. Echols County Schools use Title IC migrant funds to pay for medical needs such as vaccinations or glasses (when other community support is unavailable) when families are unable to pay to limit as much missed school time as possible.
	ECS schedules family nights for parent training to help work with their children to improve student achievement.
	ECS migrant staff closely monitors migrants students academic progress through report cards, progress reports, and meetings with teachers. ECS does consolidate a portion of Title IC funds. These funds are used along with state and local funds to meet the needs of all of our students.
	Annually, ECS students share data and information with all parents (including Title IC parents) at Title IC PAC meetings, ECPC, EPIC and Title III parent meetings on consolidation of funds. ECS request input from these parents on the continuation of consolidating funds.

Challenges	The biggest challenge is the language barrier. We do have a bilingual SSP, a bilingual recruiter, and a bilingual secretary. However, our administrative staff and our teachers are not bilingual. This often creates a communication barrier with our parents and our school system.
	Another challenge is being able to serve the OSY. It is difficult to locate them at home and when we do they are not overly interested in participating in the OSY lessons.
	In FY 24, we saw a staffing challenge. We hope that we have rectified this challenge and will be fully staffed in FY 25.
	Our migrant population and our ESOL population overlap. An academic challenge that our migrant students face in the primary grades is often created by a language barrier. Reading scores trend lower for these students.
	A small percentage of our migrant population moves during the school year. Missing school days does create an academic challenge.

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.)

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

Strengths	This is not applicable since ECS does not have neglected or delinquent facilities in the district.

Challenges	This is not applicable since ECS does not have neglected or delinquent facilities in the district.

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	ECS is fortunate to be within 25 miles Valdosta State University (VSU), the home to one of Georgia's leading colleges of education. Vacancies are advertised on Teach-GA. At this time there are no recruitment needs for leaders. We have a few teachers holding leadership degrees. Consolidated funds will be used to provide PL for teachers and leaders to implement best practices to increase student achievement for all learners and content pedagogy. ECS will be transferring 100% of Title IIA funds into Title V B and then the money will be consolidated with other federal and local funds.

Challenges	Echols is a remote area approximately 50 miles from our RESA. We struggle to balance PL with the impact of teacher absences in the classroom. In addition, prospective teachers pass ECS up due to long commutes. Due to lack of local industry, Echols is not able to offer a competitive local supplement for its employees. Currently Echols County Schools have several faculty members with than 5 years experience.

Language Instruction for English Learners and Immigrant Students

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

Strengths	Our English Learner Program data shows that our ESOL program at Echols County Schools has several strengths. According to the ACCESS for ELs Data, our elementary school indicates that the EL exit rate has increased. In 2022, our district's total EL exit rate was 7.5%; in 2023, it rose to 9.6%. The highest percentage of our ELs scored proficiency level 3 on the 2023 ACCESS. In the EL subgroup, achievement for Georgia Milestones, ELs scoring at the beginning learner level on the 2023 ELA Milestones Assessment decreased compared to 2022. In the middle school, there is an increase in the percentage of the Distinguished level on the 2023 ELA Milestones Assessment. Our Title III software programs Imagine Learning, DreamBox Math, and IXL ELA provide supplemental instruction to decrease the achievement gap. We have 72% of our classroom teachers certified or endorsed in ESOL.

Challenges	EL percentage for our district is 23.5 % and continues to rise yearly. The percentage of newcomers is rising, and many of these students have limited or interrupted formal education. Several of our ELs are migrants. Being a migrant often affects their academic progress and language proficiency due to frequent moves.

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

Strengths	Echols County is a family oriented community. In the past, most students that were identified as homeless doubled up with family members or were unaccompanied youth staying with friends or relatives. Procedures are in place to make sure education is not interrupted and the students have what they need to succeed. In addition, procedures are in place to expedite enrollment for homeless students as well as transportation to school. Echols County teams up with local agencies such Echols County Family Connections to ensure homeless students' basic needs are met.

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

Challenges	Echols County does not have motels or homeless shelters in the county. Transportation could become a challenge if homeless students have to move outside of the county.

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	ECS transfers 100% of Title IV A funds to Title V B and then consolidates the funds with other federal and local money. Through the consolidated funds, ECS is able to increase the impact of our funding across all areas and populations.

Challenges	Due to high poverty, transportation for after school initiatives is often an issue. In addition, being a small school and many of our employees having several responsibilities, often times we do not have the manpower to staff creative initiatives.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Teacher retention rates are normally high at Echols County Schools. In FY 23, ECS retention rate was 95.8%. These high retention rates are currently a trend for ECS. Both ECEMS and ECHS have very few teachers with emergency or provisional certificates. Data shows that in FY 23 ECS had only 3% of its core academic teachers with emergency or provisional certificates . Both schools since FY 15 to current have had 0 ineffective teachers according to TKES data. In FY23, ECS had only 7% of teachers with 3 years or less experience.

Challenges	Echols County is in a remote area with very little tax base. This makes it hard to recruit teachers. When there is a teacher vacancy, often time the applicants are not fully qualified or are inexperienced teachers. The local supplement does not compare to neighboring counties due to the lack of tax revenue which makes it hard for ECS to pull the experienced teachers. It is difficult to find Math and Science teachers in middle school and high school.

Title V, Part B - Rural Education

Strengths	Echols County Schools will consolidate all of Title V B funds with other federal and local funds. The monies will be used to fund initiatives to benefit all students across a variety of areas.

Challenges	Due to high poverty, transportation for after school initiatives is often an issue. In addition, being a small school and many of our employees having several responsibilities, often times we do not have the manpower to staff creative initiatives.

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	Increase student achievement in writing and literacy.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Decrease the achievement gap between subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

Overarching Need	Reduce the number of days students and teachers are out of the classroom.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Shortage of substituteteachers has also had a negative impact.

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 - Increase student achievement in writing and literacy.

Root Cause # 1

Root Causes to be Addressed	Increase the rigor and best practices in Tier1 instruction while using a common curriculum amongst grade levels.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Fund 150

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of English Language Proficiency among our EL learners.
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 C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Fund 150

Root Cause # 2

Additional Responses	

Overarching Need - Decrease the achievement gap between subgroups.

Root Cause # 1

Root Causes to be Addressed	Lack of differentiation in classroom instruction
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part 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 Others : Fund 150

Additional Responses	

Overarching Need - Reduce the number of days students and teachers are out of the classroom.

Root Cause # 1

Root Causes to be Addressed	Teachers and students do not make attendance a priority.
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 C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Fund 150

Root Cause # 1

Additional Responses	

District Improvement Plan
2024 - 2025

Echols County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Echols County
Team Lead	Rebecca Hill
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title III, Part A, EL Title V, Part B IDEA 611
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title V, Part B
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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

DISTRICT IMPROVEMENT PLAN

45

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	Increase student achievement in writing and literacy.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Increase the rigor and best practices in Tier1 instruction while using a common curriculum amongst grade levels.
Root Cause # 2	Lack of English Language Proficiency among our EL learners.
Goal	Improve student ELA scores by 2% for grades 3-12 as measured by GMAS and grades k - 2 by IXL Score.

Action Step # 1

Action Step	All teachers will be trained in best practices with a focus on the Science of Reading in K -3. Ensure curriculum and instructional materials are aligned to ELA standards and the Science of Reading.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Completed documents (curriculum maps and lesson plans), observations, sign in sheets
Method for Monitoring Effectiveness	TKES data, student achievement data, observations, work samples
Position/Role Responsible	CD, Teachers, School Admin
Evidence Based Indicator	Strong

Action Step # 1

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)?	RESA

Action Step # 2

Action Step	Coordinate with RESA to bring in subject area specialist to support instructional best practices throughout the system.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Sign in sheets, contracts with personnel
Method for Monitoring Effectiveness	TKES data, student achievement data
Position/Role Responsible	CD, Teachers, School Admin
Evidence Based Indicator	Strong

Action Step # 2

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)?	RESA

Action Step # 3

Action Step	Conduct peer and administrative walk-throughs and focus walks. Provide professional learning on focus walks as needed.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	awareness walk template, small group meetings with administration quarterly
Method for Monitoring Effectiveness	TKES Data, student achievment data
Position/Role Responsible	LEA,Teachers, School Admin
Evidence Based Indicator	Strong

Action Step # 3

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)?	RESA

Action Step # 4

Action Step	Host ECPC, EPIC, PAC and Title IIIA parent meetings for an understanding of state standards, curriculum,programs, state and local assessments .Updates on Curriculum and Instructional programs at Family Connections meeting
Funding Sources	Title I, Part C Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	agendas, sign in sheets, presentation materials
Method for Monitoring Effectiveness	parent survey
Position/Role Responsible	School Admin Teachers
Evidence Based Indicator	Strong

Action Step # 4

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)?	Echols Family Connections

Action Step # 5

Action Step	Purchase software programs and technology for core academic teachers to use during instruction to provide hands on and inquiry based lessons to improve student achievement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	usage logs, lesson plans
Method for Monitoring Effectiveness	student achievement data, TKES data,
Position/Role Responsible	Administrators, Teachers
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 5

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)?	Echols County Family Connections (community partners and representatives), 4H director, Health Nurse, County Extension Agent, Local Farmers,

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the achievement gap between subgroups.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of differentiation in classroom instruction
Goal	Decrease the achievement gap in proficiency between the lowest and highest performing subgroups by 3% as measured by the Ga Milestones.

Equity Gap

Equity Gap	TAPS Distribution

Content Area(s)	ELA Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Group students for individualized instruction and intervention during a scheduled structured intervention/enrichment time in K-5 and intervention time in 6-8.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	local data, Lexiles, awareness walks, progress monitoring data, master schedule
Method for Monitoring Effectiveness	progress monitoring data, Lexiles, local data, Georgia Milestones, iReady, Exact Path
Position/Role Responsible	School Admin Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	Provide professional learning with a focus on differentiation and the Science of Reading, and continue the use of evidence based instructional strategies alongside the Wildcats Read initiative to improve student achievement. Purchase additional leveled/decodable readers as needed.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Awareness walks, lesson plans, sign in sheets, agendas
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	School Admin Teachers
Evidence Based Indicator	Strong

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)?	RESA

Action Step # 3

Action Step	An effort will be makde to ensure all ECS teachers are ESOL certified. Provide professional learning on best practices for teaching EL students. Reimburse GACE fees for teachers who pass the ESOL test to become ESOL certified.
Funding Sources	Consolidated Funding
Subgroups	English Learners
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	personnel assignments, master schedule, teaching certificate
Method for Monitoring Effectiveness	student achievement data, # of teachers earning ESOL certificate
Position/Role Responsible	School Admin, teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Employ class size reduction teachers so that teachers can implement more hands on and inquiry based learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	schedules, lesson plans
Method for Monitoring Effectiveness	student achievement data, TKES data,
Position/Role Responsible	LEA, School Admin, teachers
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Others : August; Ongoing

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	Provide professional development opportunities through RESA in core academic areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	agenda, sign in sheets
Method for Monitoring Effectiveness	TKES data, Student achievement data
Position/Role Responsible	Curriculum and PL director
Evidence Based Indicator	Strong

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)?	RESA

Action Step # 6

Action Step	Conduct parent conferences for all students in K-2, and students with failing grades in students in 3-12. Offer parent conferences to all students in 3-12.
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	sign in sheets
Method for Monitoring Effectiveness	student achievement data, gifted referrals, survey,
Position/Role Responsible	Counselors, School Admin, teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Others : High School:end of reporting period, K-8: January, as needed

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	Host ECPC, EPIC, PAC and Title III meetings to provide academic and instructional family nights.
Funding Sources	Title I, Part C Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	agenda, sign in sheets, minutes, surveys
Method for Monitoring Effectiveness	survey, student achievement data
Position/Role Responsible	School admin, Parent Engagement coordinator, MEP Contact, migrant staff, Title III coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Echols Family Connections provides books, supplies, and other needed items for the family nights.

Action Step # 8

Action Step	Conduct WIN meetings (TAA) at ECHS.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agenda, sign in sheets,
Method for Monitoring Effectiveness	graduation rate, CCRPI
Position/Role Responsible	Counselor, Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Echols Family Connections, as well as local business partners, support WIN activities through funding and volunteers.

Action Step # 9

Action Step	Implement student led IEPs.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agenda, sign in sheet, minutes
Method for Monitoring Effectiveness	graduation rate, CCRPI
Position/Role Responsible	SPED director, teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Ongoing

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	Employee student support personnel to provide academic support to migrant eligible students. The student support personnel will closely monitor the eligible migrant students progress in addition to providing extra academic support.
Funding Sources	Consolidated Funding
Subgroups	Migrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Schedules, lesson plans
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	migrant staff
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 11

Action Step	Provide supplemental English language instruction and math through software (Imagine Learning, IXL, and Dreambox) to support English Learners based on need.
Funding Sources	Consolidated Funding
Subgroups	English Learners
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Master Schedule, Usage logs
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	ESOL Teachers/Prinicipals
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce the number of days students and teachers are out of the classroom.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers and students do not make attendance a priority.
Goal	In FY 25, ECS will continue to reduce the number of days that teachers and students are out of the classroom.

Equity Gap

Equity Gap	Teacher days absent

Content Area(s)	ELA Mathematics Science Social Studies Other : CTAE, Physical Education, Music
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Provide on campus professional learning when possible based on student achievement data in the areas noted on CNA, DIP, and SIP.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monthly teacher attendance reports, agendas, sign in sheets,
Method for Monitoring Effectiveness	student achievement data, monthly teacher attendance reports
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	Provide professional learning to teacher leaders and/or instructional coach. Teacher leaders and/or instructional coach redeliver training on campus.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL sign in sheets, agendas
Method for Monitoring Effectiveness	Monthly teacher attendance reports
Position/Role Responsible	Principal, teachers, curriculum directors
Evidence Based Indicator	Strong

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)?	

Action Step # 3

Action Step	Teacher leaders develop an attendance incentive for teachers and students that will provide monthly incentives for attendance.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	incentives guidelines, monthly incentive reports
Method for Monitoring Effectiveness	Monthly teacher attendance reports
Position/Role Responsible	Prinipical
Evidence Based Indicator	Demonstrate a Rationale

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)?	

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 Federal Programs director for Echols County Schools leads the process of development for the district improvement plan. Echols County Schools held LEA core team meetings that consisted of Superintendent, Counselors, Technology Director, Federal Programs Directors, SPED director, and school principals to complete District Comprehensive Needs Assessment. Input was sought from parents, teachers, and community stakeholders through EPIC ,ECPC, Title III parent meetings, and Title IC PAC meetings. School Principals held meetings with their faculty and staff to seek input from them. The plan was shared with stakeholders at the Family Connections meeting. All parents were invited through email notification; social media, and notification on the School signs to attend a parent meeting to discuss the District CNA. The District Improvement Plan was shared with the school board. The district improvement plan was uploaded on the school website for public review. 100% of Title IIA and Title IVA funds are transferred in To Title VB. Title VB funds are then consolidated with other federal and local monies to fund initiatives.

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)	Echols County has a strategic waiver for certification. However, certification is not waived for Special Education teachers. All teachers employed by ECS have a clearance certificate. In addition, it is the intention of Echols County to have all teachers and Paraprofessionals PQ. Personnel Certification is monitored by checking CPI and Certification Data to insure teachers remain PQ. Title I schools are monitored to ensure students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Principals monitor Student Growth Percentiles (SGP) when available and student achievement data to check for teacher effectiveness. Students are not paired with a non-effective teacher for two consecutive years. LEA will disburse 20 Day Notification to students whose teacher does not meet Echols County's Professional Qualification Requirements. Parents' Right to Know Notification will be sent home to parents through the student handbook and with the beginning of the school year paperwork. The noticed will also be posted on the District and School Websites.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	The district uses GA Milestones data, TKES data, as well as perception data collected through surveys to plan for Professional Learning. PLC's will be restructured in to focus on curriculum and instruction as well as behavior and social and emotional well being. K-8 teachers are provided with collaborative planning time. 9-12 teachers have an hour after school each day for collaborative planning. The district will use Consolidated funds and local funds to ensure resources are available so that the professional learning can be sustained, ongoing, and job embedded. Echols County School district relies on the local RESA for Professional Learning. Teachers attend professional learning sessions at RESA in addition to on site training by RESA staff. System administrators attend job like consortium meetings to stay abreast of changes and best practices at RESA and attend regional directors meetings. Program directors have been trained and are provided with technical assistance from area specialist regarding fiscal responsibility and resource management. Echols County School District provides evidence- based professional development that aligns with ESSA's new definition of professional development. Prior to scheduling professional development, the professional development coordinator collects documentation that the professional development is evidence based. The evidence is printed and kept on file. Echols County faculty must complete a rubric and evaluation that show the effectiveness of the professional development. School administrators monitor lesson plans and instruction to ensure implementation of practices acquired from professional development. Ga Milestones data, formative and summative test data, benchmark test data are analyzed to determine student academic needs and progress. Due to Echols County Schools' large ESOL population, we are encouraging teachers to become ESOL endorsed. We are providing professional learning opportunities that focus on ESOL strategies. In addition, ECS has a mentor/mentee program for all newly hired faculty. Each new faculty member is paired with a veteran member to assist them in answering questions and providing them with support. The administration will meet with new faculty monthly to check in and discuss needs, concerns and ideas.

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)]	Echols County Schools intends to waive certification for all teachers for which it is permitted.

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)]	For all content/service areas and grade level bans, Echols County Schools search for teachers that are Georgia PSC certified. The following are the minimum requirements that Echols County School district adheres to when hiring teachers: 1. Clearance Certificate 2. 4 year college degree 3. If not PSC certified, then the candidate must be eligible for a provisional certificate at the request of the local system.

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.	The Echols County School district does not have any state and/or federally-identified schools needing support. In the event, ECS has schools identified in the future as a CSI/TSI school, federal funds will be prioritized to meet the needs of those schools. ECS has only two schools in the district(a k-8 school and a 9-12 school). ECS along with its stakeholder would identify critical needs for the CSI/TSI school through the comprehensive needs assesment process and ensure that those needs are prioritized above the needs of the schools that are not identified as CSI/TSI schools. CSI/TSI schools would be funded at a higher per pupil rate than non CSI/TSI schools. In FY 24, 100% of Title IIA funds will be transferred to Title VB.

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.	Echols County High School CTAE Department offers 6 pathways in five program areas. Upon completion of a pathway, students complete an End of Pathway Assessment to earn industry-recognized credentials. Echols County High School offers juniors and seniors opportunities to participate in Work-Based Learning through Internships, Apprenticeships, Cooperative Work Experience, and Employability Skills Development (ESD) placements. Most students are placed in jobs according to their career goal and their classroom experience; however, a small number of students are categorized as ESD. Students work closely with mentors and supervisors at the job placement site in order to gain knowledge and skills to prepare them for their chosen career pathway. The Work-Based Learning coordinator works closely with students to prepare them for the workplace and helps enhance and improve their work ethics and soft skills for the job placement. Echols County Elementary School offers career pathway exploration for all students in 6th-8th. Students are presented with different career clusters based on grade level through their keyboarding exploratory class. Students are exposed to traditional and nontraditional career options. This opportunity allows students to better understand their own interests and which career field(s) are of interest to them. These activities help better prepare students for more specific pathway/career opportunities that are presented in middle and high school.

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.	Echols County schools uses many positive behavioral supports in its response to student discipline. Afterschool detention is also used as a method to prevent students from being pulled out of the classroom. Teachers are encouraged to make parent contacts prior to moving on to second steps and referrals schoolwide.

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.	Middle to High- ● Middle school counselor and teachers conduct career planning sessions with students during the school year. ● Career inventories, aptitude measurement tools and other activities are presented to students to help them map out their career goals, which include pursuing the postsecondary education that is necessary for their careers. ● High school counselor meets with 8th graders and parents to set up individual graduation plans, discussing transition into high school and scheduling appropriate classes. 9th grade orientation meetings are during the school day and at night to accommodate parents. From High school to Post Secondary Education. ● Apply to College/College Goal Day-seniors and their parents work on college applications and financial aid paperwork in lab with help from community volunteers and college representatives ● Career Fair-guest speakers from local businesses and Post Secondary Educational Institutions to explore area opportunities ● PROBE Fair- juniors and seniors are encouraged to visit with college admission reps in a fair setting, usually held at Lowndes or Valdosta ● Field Trips to Wiregrass Ga. Technical College, Valdosta State University, Georgia Military College, and South Ga State College Entry Program ● ACT, SAT tests are given on campus to students so that transportation is not a problem ● Dual Enrollment classes are offered on campus, online and off campus according to each student's needs. Classes are offered as early as 10th grade to students who qualify. ● Guest speakers visit schools for classroom presentations about their Post Secondary Education Institutions. ● Military administers ASVAB on campus and guest speakers present scholarship/compensation information to classes. ● Vocation Rehab works with ECS Special Education transition coach to help students explore opportunities. ● Work Based Learning program allows students to work in the community for classroom credits. Students have access to various on the job training while they attend high school.

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.	Echols County does not have private Pre-k programs, head start Pre-k programs or daycares in the county. Echols County Elementary and Middle school acts as the site host for the county's Georgia Pre-Kindergarten program. Our on-site pre-kindergarten students fully participate in available educational resources and are included in scheduled school events. Pre-K students are transported by school buses, utilize meal services from our on-site cafeteria, visit the media center monthly, have scheduled physical/wellness education, participate in the school safety/emergency drills, attend school assemblies, and take home parental information grade K-8th students receive. This extensive participation allows for a seamless transition from the pre-kindergarten program to the elementary program.
	Echols County Migrant staff works with 3 and 4 year old's that are not attending Pre-k at Echols County Elementary and Middle School. The migrant staff visits their homes at least once a week to work on school readiness skills.
	Child Find is fulfilled by the ECS Special Education department. ECS SPED department works closely with Babies Can't Wait.

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.	Both Echols County Elementary and Middle School and Echols County High School are School wide Schools. We do not have target assistance schools.

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.	Echols County School District is made up of two schools, Echols County Elementary/Middle School and Echols County High School. Both schools are Title I schoolwide schools. In elementary, we use paraprofessionals to reduce class size. The teachers and the paraprofessionals work closely together. This allows small groups and enables more hands on and inquiry based learning. In 6 - 8, one class size reduction teacher is hired. This allow for the class size to be smaller, giving the students more opportunities for small group, hands on learning and inquiry based instruction. In k - 3, two class reduction

Title I, Part A – Instructional Programs

	teachers have been hired to reduce class sizes. This will allow for smaller student to teacher ratios, so that we can focus on the science of reading and ensure the students have a strong foundation in the early years. In addition to smaller class sizes, ECS purchases educational software programs and technology so that teachers can implement technology into their instruction. The software and technology purchased are used by teachers to enhance the learning experience through hands on and inquiry based learning. Echols County Schools intends to consolidate Title IA funds with other federal and local funds. Echols County School District does not have any targeted assistance schools nor does ECS have institutions for neglected or delinquent children in the service area.

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.	At the beginning of each school year and upon enrollment each parent has to complete the Title IC Occupational survey. This helps ECS migrant staff to identify possible eligible migrant students. ECS migrant staff and registrar will ensure that ECS migrant student records are updated in MSIX so when students transfer to another school district the information is readily available. In addition, the registrar will transfer any records including health records requested by school districts and/or families in a timely manner so that the amount of educational time missed is minimized. ECS migrant staff as well as the registrar have access to MSIX to gain student records as quickly as possible so that the students are placed in an appropriate grade level or course. In addition, ECS migrant staff updates student information on MSIX for ECS migrant students departing ECS as soon as the registrar provides the Migrant Staff with the information.

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	ECS migrant staff tutors all eligible 3 and 4 year old migrant youth, that do not attend ECS PreK, in the students home 1 to 2 times weekly throughout the school year and during the summer. The migrant staff develops lessons that promote school readiness. The students are pretested and post tested to determine the effectiveness of the program as well as the growth of the students. ECS migrant staff offers OSY/DO students with opportunities to learn the English Language as well as other areas of interest to the OSY. ECS migrant staff provide lessons using the WHATS app and in person to assist with English Acquisition skills. OSY/DO students are served throughout the regular school year and during the summer. ECS migrant staff encourages drop outs to obtain their GED.

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	Information is gathered and shared with the drop outs regarding GED classes offered in the area. In addition, migrant staff provides tutoring when needed.
	ECS migrant staff communicates with migrant families regarding resources available in the community such as health department services, migrant clinic services, Department of Family and Children Services, summer feeding programs, and migrant head start programs. Echols County Schools use Title IC migrant funds to pay for medical needs such as vaccinations or glasses (when other community support is unavailable) when families are unable to pay to limit as much missed school time as possible.
	ECS schedules family nights for parent training to help work with their children to improve student achievement.
	ECS migrant staff closely monitors migrants students academic progress through report cards, progress reports, and meetings with teachers.
	ECS does consolidate a portion of Title IC funds. These funds are used along with state and local funds to meet the needs of all of our students. Annually, ECS students share data and information with all parents (including Title IC parents) at Title IC PAC meetings, ECPC, EPIC and Title III parent meetings on consolidation of funds. ECS request input from these parents on the continuation of consolidating funds.

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	1. On-going professional learning opportunities and technical assistance are provided to teachers to ensure that IEP's are compliant and best practices are being used. They also attend monthly meetings with the director for updates and technical assistance. New teachers are paired with a veteran teacher for mentoring, and they attend the Georgia Teacher Provider Retention Program provided by our local RESA. Teachers are trained annually and provided with a system manual of special education rules and procedures. The director performs regular walk throughs and observations to review co-teaching practices and co-planning uniformity. All special education teachers have a common planning so that they can meet with general education teachers to plan for accommodations and/or modifications. Supervision and monitoring by means of procedural checklists and other instruments, data collection and administrative reviews ensures that staff is held accountable for accuracy and compliance. The monitoring process provides feedback to improve compliance administrators easily identify the need for targeted technical assistance.
	2. Cohorts are monitored closely for academics, behavior, and progress towards grade-level promotion and/or credits earned toward graduation. The principal maintains an electronic data form of each cohort, and students who withdraw, enroll, transfer, or stop attending school are identified and accounted for by the student information clerk. Any student that begins to get off track with the requirements for graduation is identified by the counselor, and appropriate teachers and staff are made aware to get the student back on track. Graduation rate last year was 89%, we had one student, who had only been in our system for 5 months, dropout. The special education director, principal, and counselor closely monitor those students most at-risk for disengagement from school and collaborate to plan for improved student and parental engagement. Drop out procedures have been created and are being implemented at Echols County High School by the graduation coach in cooperation with the school administrators. This process supports keeping students in school or if that is not possible, providing alternatives that allow them to get a diploma. When a student expresses a desire to drop out of school, he or she meets with the graduation coach, an administrator from the school, case manager, and his or her parent(s). The district has developed a dropout prevention procedure. For this meeting which requires that specific information be provided to the student and the parent, including, but not limited to, the disadvantages of dropping out, how dropping out can impact the student's future job prospects and financial stability. The team gives the student an opportunity to explain why he or she wants

IDEA Performance Goals:

	to graduate and works to remedy any school related issues. The Special Education Director receives a written report of any Special Education Students who have been through this procedure and works with the school to implement any changes in the student's special education services that might be warranted after the review. 3. Students are offered the opportunity for credit recovery during the school day to earn their diploma. They may also participate in a credit crunch if they have ever been retained. This allows them to graduate early or alongside their original classmates. The counselor, principal and case manager meet with any student who is considering dropping out. Alternative options such as credit recovery and credit crunch are offered. Whatever obstacles the student presents, the high school team attempts to overcome. A final option offered is night classes in an adjoining county. Students who must work during the day can obtain their diploma by attending night classes. Study skills classes are also offered and led by their case manager. 4. Case managers are required to obtain student input for IEP planning and student-led IEP's are strongly encouraged. All special education teachers implement the ASPIRE (Active Student Participation Inspires Student Engagement) program model. Training and updates are provided by a lead teacher yearly and monitored by the special education director. This program aims to provide the student with age-appropriate foundational skills that encourage self-awareness, self-determination, and self-advocacy skills. The skills are taught through a series of activities that build on each other year. Using each activity as a template or guide, the student can share (self-advocate) information about himself with the IEP team. Starting with the My Good Day Plan (for K-5) as a guide along with teacher/student conversations, the student learns to problem solve and identify strategies to help him have a good day. This eventually moves from a "good day" conversation to the setting, evaluating, and monitoring goals. The My Good Day Plan can build skills that transfer to a range of daily activities and/or challenges. See skills chart for the progression of skills that may be acquired. This can then personalize the IEP leading towards a more meaningful IEP and Transition Plan (8th - HS). Transition plans are developed by the end of 8th grade or prior to the student's 16th birthday. Training is provided by GLRS and plans are checked by the special education director. Technical assistance is provided if needed to develop more effective transition plans. 5. Echols County uses Voc. Rehab as a resource when needed for student transition goals. Vocational rehab offers our students job skills and opportunities they may not have otherwise. High School High Tech is another resource that aids students with the facilitation and successful transition to post-secondary education and gainful employment. Case managers offer technical assistance including planning for postsecondary education, vocational and/or independent living skills (i.e., scheduling to take SAT/ACT tests, applying to

IDEA Performance Goals:

	colleges, taking driving tests, applying for employment, obtaining appropriate personal identification, etc.). 6. For the 2024-2025 school year, an emphasis will remain on Specially Designed Instruction (SDI) and Co-teaching practices. School-based professional learning will be provided, by the special education director, for SDI and best co-teaching practices. Administrators will conduct walk-throughs and monitor for evidence of SDI. The special education director will work alongside the principals to ensure they are able to analyze evidenced-based practices for aligning specially designed instruction with academic areas of impact for students with disabilities as well as incorporating specially designed instruction in co-taught classrooms. Administration will be provided with an SDI checklist that will serve as a guide when conducting walk-throughs.

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	1. The Special Education Director, School Psychologist, and the Early Learning Coordinator work collaboratively with parents, Babies Can't Wait and other agencies to identify preschool children (ages 3-5) with disabilities and ensure compliance with implementation of IEPs (Individualized Educational Program) by the child's third birthday for BCW (Babies Can t Wait) children. Screenings and intervention implementations are conducted for referrals from parents, ECS Pre-kindergarten classes and private/home school students. These referrals are received in the Department of Special Education by the psychologist(s) and the process for screening begins. After the screening, the multidisciplinary team determines if an evaluation is appropriate. The district adheres strictly to the 60-day timeline and works to ensure that students have an evaluation in place by the 60-day timeline. For Babies Can't Wait referrals, the district ensures that services begin on or before the child's third birthday. If eligible, the district works to ensure that the IEP is held as soon as possible to ensure the provision of early intervention services and supports. Eligibilities and IEPs are monitored for timeliness, completeness, and compliance by the Special Education Staff including the Special Education Director and the Early Learning Coordinator monthly. Any or all special education related services are provided as recommended by the IEP team. Per state rules and guidelines, outcome data is collected upon entry and reported to GaDOE yearly upon exit. The Early Learning Coordinator has been assigned to identifying, implementing and/or monitoring appropriate, early childhood evidence-based interventions. The teacher will be trained to utilize the Department of Early Care and Learning (DECAL)/Bright from the Start Pre-K content standards and Georgia Early Learning Development Standards (GELDS), which have been aligned with the GaDOE Georgia Standards for Kindergarten. 2. ECS provides information to doctor's offices, health departments, local convenient stores, courthouse, Department of Family and

IDEA Performance Goals:

	Children Services, and on the schools' website. ECS administrators and program directors are all active members of Echols County Family Connections, which serves as another avenue for Child Find activities as all major agencies in the community and parents are members. 3. ECS has established a Memorandum of agreement with the East Coast Migrant Head Start Project. The purpose of the agreement is to continue to enhance the working relationship between our agencies in a joint effort towards the identification, referral, and delivery of special education services to preschoolers and their families when they reside in Echols County and utilize the ECMHSP center in Florida. This agreement is reviewed and updated annually. ECS Migrant Education Program employs both a migrant recruiter and preschool migrant SSP who can assist in the identification and referral of possible SWD's in our district. The MEP (Migrant Education Program) and SPED Directors at our district meet to discuss any needs for migrant preschool students. The MEP head start program in a neighboring county serves our students and ECS works with them to improve services for children. ECS relationship with Babies Can't Wait continues to be effective in improving the services for young children. ECS provides information in the newspaper, at local stores, public buildings, parent meetings, school website, handbook, and pediatrician offices. 4. For the upcoming school year, the district plans for the Early Learning Coordinator to oversee and support work with preschool students with disabilities and services at the elementary school in grades K-2. This person will have responsibility to monitor and support IEP services provided through the preschool classes and the special needs preschool classes. The Early Learning Specialist will work to improve instructional delivery models in both general education pre-k classes and preschool special needs classes. The Early Learning Coordinator will collaborate with community providers throughout the year and provide a brief survey to determine strengths and challenges of the program. This work is documented by the Early Learning Specialist and provided to the director. Support is provided to community teachers through consultation on a student-by-student basis. 5. The district employs one full-time and contracts one part-time speech-language pathologist who supports young children and other ages at Echols County Schools. ECS also contracts with an occupational and physical therapist and school psychologist along with a BCBA who all support our work with preschool special needs students. The Director of Pre-K, Principals, and Special Education Director also work to support special education of young children. Preschool special needs teachers and preschool general education teachers have access to technology including Smart Boards and I-PADs to support student learning. Special Needs Preschool Teachers will attend various training courses offered by Bright from the Start, DECAL (Department of Early Care and Learning), and the Ga. DOE

IDEA Performance Goals:

	(Department of Education) throughout the school year as they become available.

| 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 | 1. The director and other school administration will use the work of Specially Designed Instruction (SDI) to improve provisions of a FAPE by providing professional learning and teacher consultation on high leverage practices; ii. Working collaboratively with school-based administrators to strengthen co-teaching teams by teaching and modeling visible learning practices; and iii. Working with teachers to appropriately select strategies aligned with individual student needs. All agendas, PowerPoints, and sign-in sheets will be maintained in the office of the Director.

2. Ongoing professional learning, technical assistance and monitoring of the use of Assistive Technology products is provided by the Special Education Director monthly to ensure SWD can access the general curriculum. Sign-in sheets of PL and meetings are maintained in the office of the Director. Procedural safeguards and compliance are monitored continually. Updates and technical assistance are provided at all levels. Staff participate in professional learning activities directly related to areas of need for our students.

3. To ensure that students who may need special education and related services are identified and evaluated, notices are printed in the local newspaper and school newsletter annually. ECS provides information to doctor's offices, health departments, local convenient stores, courthouse, Department of Family and Children Services, and on the schools' website. ECS

4. Administrators and program directors are all active members of Echols County Family Connections, which serves as another avenue for Child Find activities as all major agencies in the community and parents are members. ECS works with the Babies Can't Wait Early Intervention program to identify and evaluate children transitioning from early intervention services to the school system before their third birthday.

5. Ongoing supervision through participation in IEP team meetings from the administration and the Special Education Director, including Behavior Specialists is required to ensure the continuum of services is offered to all students. By monitoring in this manner, the likelihood of students being placed in more restrictive environments (often in another school setting) is minimized.

6. Case Managers ensure the provision of a FAPE for each SWD by monitoring progress of each IEP goal, student grades, engagement, and use of AT for assistance. Progress is documented in Infinite Campus and performance is noted through the director's monitoring. |

IDEA Performance Goals:

	Infinite Campus access log is monitored by case managers to ensure all teachers providing educational services to each student have reviewed appropriate and needed documentation.

7. On-going professional learning opportunities and technical assistance are provided to teachers to ensure that IEP's are compliant and best practices are being used. They also attend monthly meetings with the director for updates and technical assistance. New teachers are paired with a veteran teacher for mentoring, and they attend the Georgia Teacher Provider Retention Program provided by our local RESA. Teachers are trained annually and provided with a system manual of special education rules and procedures. The director performs regular walk throughs and observations to review co-teaching practices and co-planning uniformity. Supervision and monitoring by means of procedural checklists and other instruments, data collection and administrative reviews ensures that staff is held accountable for accuracy and compliance. The monitoring process provides feedback to improve compliance administrators easily identify the need for targeted technical assistance.

8. Least Restrictive Environment is a training topic at two or more meetings each year. The district staff ensures that LRE is discussed at each IEP meeting through the Due Process Checklist that must be turned in with each IEP. Teachers are trained to use the checklist to discuss LRE by discussing the continuing of services starting at the least restrictive environment (consultation) and to proceed down the list to more restrictive options until the IEP Team reaches consensus that the Least Restrictive Environment has been determined. Additionally, teachers are trained to only move one step on the continuum of services whenever possible so that the team is not moving from one extreme to another. The teachers are also trained so that whatever the team determines is appropriate for the student, the district will work to provide that environment. This is continuously monitored by the director to ensure that most students are served in the general education environment with their same age peers. Any time a change of placement is made the special education director is notified. This documentation is maintained by the Director. Technical assistance is provided to school teams or individual teachers who demonstrate difficulty with determining LRE. This technical assistance will include training and monitoring (attending) IEP meetings by the Director of Special Education until the skill deficit is remediated. |

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
How procedures and practices are implemented in your district to ensure overall compliance?
Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance | 1. Procedural safeguards and compliance are monitored on a continual basis. The Special Education procedures manual is reviewed with the Special Education Staff each school year. The Special Education Director for the Echols County School System attends the Georgia Department of Education Data Collections Conference, and the summer Federal Programs conference each year. She regularly attends monthly Special Education Director's Consortia Collaborative communities' meetings at South Georgia GLRS, remains active in GCASE meetings, and listens to the SPED Director Webinars and conference calls. She also attended the SELDA for two years.
2. The special education department will purchase Teach Town Encore and Basics curriculum to promote the provision of FAPE to students with intellectual disabilities. Additionally, Classworks will be purchased in order to improve Listening Comprehension, Vocabulary, Phonemic Awareness, Word Identification and Comprehension by implementing The Heggerty Curriculum, an evidence-based reading approach, in conjunction with Classworks, a reliable and proven tool used to create appropriate goals and to monitor and measure growth and evaluate the effectiveness of interventions. All teachers in grades PK-2 will supplement their current curriculum with Heggerty Curriculum. Special Education teachers will focus on intervention to close achievement gaps for students in grades Pk-8. Classworks Progress Monitoring & reading intervention allows teachers to track progress and retention of gains with assessments for grades 1-8, given online for immediate and automatic scoring and reporting. Administered weekly, the assessments monitor progress throughout the intervention period and indicate student rate of improvement.
3. The Echols County School District works to ensure the provision of FAPE by training all special education teachers on IEP and Eligibility procedures. The Department of Special Education has reviewed and revised its procedural handbook and has provided it as a document on One Drive and a hard copy to all special education teachers in the district. During the pre-planning of the 2024-2025 school year, all teachers will attend professional learning where the handbook will be introduced and reviewed in detail. All teachers received specific training on IEP and eligibility procedures. This training continues throughout the year as the Director of Special Education meets monthly with special education teachers. Specific procedural information is provided during these meetings and are documented through agendas and sign-in sheets that are housed in the special education office.
4. IEP accommodations and modifications are shared with teachers who are working with SWDs at the beginning of each semester or when schedule changes create the necessity to share with other teachers. Case managers are responsible for ensuring that ALL teachers who work with a student have access to the accommodations and modifications for each student and case managers monitor the implementation for both state and local testing. The testing coordinator also receives a list of students whose IEPs provide them with accommodations or modifications for high stakes testing. Teachers provide documentation of notification of the accommodations and |

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modifications to the special education director who checks the list for accuracy and makes additions or corrections as needed. 5. The Special Education Director monitors timely and accurate data submissions. A spreadsheet is maintained to verify teacher performance involving data submissions. Professional learning is assigned through GADOE training modules and in person technical assistance provided from the director to case managers who have difficulty with timeliness and organization. Teachers who lack improvement are placed on a Performance Learning Plan and evaluations reflect the expectation of compliance in a timely and accurate manner. 6. The Special Education director will attend many of the IEP meetings and offers technical assistance in response to any issues that may arise. The Special Ed director reviews IEPS and progress monitoring data throughout the year with the Special Ed staff. Technical assistance or feedback is provided to the case manager when needed. Data for student records submission is reviewed and monitored by the director and assistant. The director meets quarterly with the student records coordinator. 7. IEPs are reviewed for compliance by the director and assistant. Any issues of noncompliance in any area of special education are corrected in a timely manner. The special education director holds regular meetings with teachers and administration to keep them informed of compliant practices such as discipline, FTE, writing effective IEPs, etc. To keep appropriate faculty and staff abreast of the SST and Child Find procedures along with all updates, annual training is conducted. In addition, building level RTI coordinators will report to the Special Education Director, the need for any technical assistance to support compliance practices will be addressed. To keep faculty and staff abreast of the evaluation and reevaluation procedures including updates, annual professional learning is conducted. The special education director and assistant reviews all special education paperwork to check for compliant practices and to assist in any compliance issues. At least once per year, all staff are provided professional learning in the area of the discipline rule for students with disabilities. Echols County met the target for suspension and expulsion and suspension and expulsion by race and ethnicity. The director receives daily discipline reports from principals so that she can monitor SWD in ISS or OSS. Professional learning opportunities are job embedded and provided at the beginning of the school year, during the school year and occasionally over the summer. We will also host professional learning for Special Education Compliance and Procedures for new teachers this year during New Teacher Orientation. This will give us a chance to be able to discuss these procedures in a small group setting with the new teachers and delve into any question that they may have. Ben Teachers will also be given the opportunity to attend various trainings from our local GLRS on topics such as IEP training, Transition, Conducting FBA's and BIP's, Co-teaching, etc. 8. The district has contracted with a BCBA who will support students with disabilities who demonstrate behaviors that interfere with his or her

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	learning or the learning of others. The behaviorist report monthly to the Director of Special Education regarding SWD requiring behavioral supports. The district has established a partnership with Behavior Management Consultants, Inc to work with students with behavioral concerns. The special education director attends all initial student meetings where a BCBA or assistant may be required. BMC will provide a monthly report to the Director of Special Education.

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	Title IVA funds will be transferred to Title VB and then consolidated with other federal and local funds. the monies will be used to implement programs identified in the district and school improvement plans.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Title IVA funds will be transferred to Title VB and then consolidated with other federal and local funds. the monies will be used to implement programs identified in the district and school improvement plans.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Title IVA funds will be transferred to Title VB and then consolidated with other federal and local funds. the monies will be used to implement programs identified in the district and school improvement plans.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Title IVA funds will be transferred to Title VB and then consolidated with other federal and local funds. the monies will be used to implement programs identified in the district and school improvement plans.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	The LEA meets with parents through ECPC and EPIC meetings four times a year. In addition, the LEA meets with community members at the Family Connections Collaborative 6 times a year. Faculty meetings are held at least monthly. In addition, the migrant program host three parent advisory committee meetings a year. The Tile III program hosts a family night annually. The LEA administrative team meets at least monthly. In these meetings Title IV, Part A updates and progress will be shared and input on the programs will be obtained from various stakeholders.

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	Intervention Effective-- Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Based on available data, ECS has not reduced the gap among the lowest performing subgroup by 3%. However, ECS strongly believe that the current interventions are working. The preliminary FY 24 Georgia Milestones scores show an overall increase from FY 23. Once we have the subgroup information from those scores, we will revisit to determine how the gaps have changed. ECS implemented the FY 24 LEA Equity Plan successfully. The school system has been dedicated to improve curriculum and instruction through developing common curriculum pacing guides and assessments as well a provide PL on best practices. ECEMS provided a dedicated intervention/enrichment time for all students. In addition, ECS hired instructional coach to support the teachers in their efforts. ECEMS contracted an interventionist to work with students performing below grade level.

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	Intervention Effective- Maintain Activities/Strategies

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	In previous years, data has shown that the interventions were successful. The trend for teacher attendance has shown small decline in absences. ECS provided incentives for teachers who do not miss days monthly. ECS monitored professional days so that the days out of the classroom were minimized. ECHS scheduled classes so that CTAE teachers would miss the least amount of instruction possible when attending events associated with CTAE programs. The CTAE director works closely with CTAE teachers to minimize the number of days missed due to program competitions and requirements.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No participating private schools.

Title II, Part A	No participating private schools.

Title III, Part A	No participating private schools.

Title IV, Part A	No participating private schools.

Title IV, Part B	No participating private schools.

Title I, Part C	No participating private schools.

IDEA 611 and 619	No participating private schools.