



Comprehensive Needs Assessment 2026 - 2027 District Report



Tattnall County

1. PLANNING AND PREPARATION

1.1 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Using the guidance provided by the Office of Federal Programs through GaDOE, and giving consideration to local practices and initiatives, the district can ensure that an inclusive group with varied perspectives participated in the process. All attempts were made to include individuals of different nationalities, socio-economic status, and ethnic groups. The demographics of students enrolled were studied and attempts were made to replicate this diverse group in the selection of stakeholders.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	The Tattnall County CNA meeting was held on April 30th. School leaders and stakeholders examined reading, math, social studies and science data by grade level, school level, and district level. Strength and weaknesses were discussed and areas of improvement were planned for the upcoming year. Stakeholders present at meeting were able to provide input for planning of next year and offer input. Stakeholders that were not able to attend were given the opportunity to complete online surveys. CLIP required stakeholders were asked to provide input during the meeting and/or by completing the Tattnall Federal Programs Surveys. Stakeholders were mailed or emailed a letter explaining the CNA process. Stakeholders were also invited to provide input through a survey. The surveys were posted on individual school social media and/or emailed as well as posted on the district website and district social media. This method allowed all stakeholders an opportunity to provide input. Surveys completed were: Title I Family Engagement Survey, Title IC Migrant Parent Survey, Title III EL Parent Survey, Federal Programs Leadership, Teacher and Paraprofessional Survey, and/or Federal Programs Community & Business Survey. The Tattnall County Migrant Lead Recruiter delivered letters in Spanish to our Title IC Migrant parents, Title III EL parents, and Title IC OSY/DO students and got their signature to document that they were asked to participate and complete surveys. The ESOL teachers and migrant SSPs at each school made direct contact by phone, email, or in person with parents regarding completing the surveys. The migrant parents were also able to complete the Title IC Migrant Parent Survey during the third PAC meeting in March. The data they provided was collected and used for program evaluation and improvement. A copy of the letter and directions for completing either the Title IC Migrant Parent Survey, Title III EL Parent Survey and Title I Family Engagement Program Survey were given to each stakeholder. A stakeholder master list was created and date of letter mailed or emailed was documented. Stakeholder signature and/or email documented participation in CNA process. Students in grades 3 - 12 completed the Elementary OR Middle/High School student survey depending on grade level. Migrant students in grade 3-12 completed the Title IC Migrant Student Survey. EL students in grade 3 -12 completed the Title III ESOL Student Survey. Tattnall County Staff completed the Leadership Survey.
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2. DATA COLLECTION ANALYSIS - OPTIONAL

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.12
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.	2.12
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.07
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
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.	2.07
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.2 Effective Leadership

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

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching

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

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.12
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.	2.25
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.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
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.	2.38
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.29
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
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.	2.38
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.11
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.	2.29
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.25
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.12
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.	2.25
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.	2.12
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.12
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.	2.38
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook .	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2.11
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.07
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.08
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	2
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.36
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.	2.07
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.29
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.15
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook .	

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Survey data were analyzed to include: 2025-2026 Federal Programs Leadership, Teacher, and Paraprofessional Survey (which include migrant SSPs) 2025-2026 Federal Programs Community and Business Survey 2025-2026 Title I Family Engagement Survey 2025-2026 Title IC Migrant Parent Survey 2025-2026 Title III EL Parent Survey 2025-2026 Elementary School Student Survey grades 3-5 2025-2026 Middle/High School Student Survey grades 6-12 2025-2026 Title IC Migrant Student Survey grades 3-12 2025-2026 Title III EL Student Survey grades 3-12 2025-2026 Georgia School Climate Surveys - Student Surveys for 3rd through 12th grades 2025-2026 Employee Exit Survey
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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?")	Employees see a need for professional development in the areas of SWD and Economically disadvantaged students as well as MTSS, English Learners, Migrant, and Gifted. Staff also saw a moderate to high need for professional development in reading, English Language Arts, science, social studies and math content areas. Staff members do believe that ongoing job-embedded support for teachers has been effective, including the support offered by academic coaches and mentor teachers. Teachers also believe that the provided professional learning opportunities have been effective. In the Exit survey, employees stated various reasons for leaving the system as retirement, better opportunity for growth, pursue new professional opportunity, and dissatisfaction with school district . The FY26 Exit survey data indicated the following over FY25 data: • Resources and Curriculum Support - 83.3% satisfied (+4.4) • Facilities and Maintenance/Appearance - 91.7% satisfied (+2.1) • Support from Principal - 87.5% satisfied (+3.3) • Support from Central Office - 83.4% satisfied (+4.4) • Professional Development - 87.5% satisfied (+3.3) • Employee Pay and Benefits - 83.4% satisfied (+4.4) • Technology Resources - 95.8% satisfied (+0.9) The parent and community stakeholders indicated that they have opportunities to become engaged in activities to support teaching and
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	learning initiatives. Over 93% believe that the school district promotes a positive learning and work environment and offers clean and safe schools. Most believe students have access to appropriate supports and interventions and that the teachers are highly effective. Those surveyed believe that the district provides educational opportunities using state of the art technology. Parents prefer notifications by text message (Dojo, Remind 101), email, personal phone call, social media and website postings. Parents also use school signs, written messages and robo calls for information access. Migrant families often cannot come to meetings because of work schedule, lack of transportation, and legal immigration issues. Parents like access to PowerSchool to access current information and student grades. We use various methods to communicate with families/community such as provide letters home for parents with no internet access, and we provide letters in home languages whenever possible. Parents have asked for future meeting topics to give ideas on how they can help the achievement of their child. Parents are open to opportunities to be involved in volunteer opportunities at school. We use migrant PAC meetings to sign parents up with PowerSchool accounts. We get one of the registrars to attend to help the parents sign up and learn to navigate the program. Parents are encouraged at the time of enrollment, at school functions, and any time during the school year to sign up for the parent portal. Through perceptions from the Family and Engagement survey, parents feel admin and teachers are doing their part to invite parents to be involved in their child's education by constantly encouraging them, but many parents still are not involved. 95% of staff indicated that there is a lack of parent involvement that contribute to poor academic performance. Some reasons given for not attending school events were: not aware, inconvenient time and date, working, and not relevant. Parents were asked about ways to improve participation. The results were: (Elementary) better notification, child care provided; (Middle) notification, convenient time, child care provided, engaging activities; (High) advanced notification, child care provided, better communication. Parents do not believe that they always have access to pertinent information in order to assist their child with assignments, and they don't always receive responses in a timely manner when they do attempt to contact their child's teacher. Some parents would like a textbook that can be brought home, so they can help their child. Communication plans are in place for elementary, middle, and high school and have strengthened parent-school communication. The surveys were more positive in this area this spring. Personnel is not always able to make direct contact through text, phone and mail, due to parents not keeping current phone numbers and addresses updated in PowerSchool when there is a change. Survey data shows that leadership, teachers and paraprofessionals (95%) agree that a lack of parent involvement/parent skills contribute to poor academic and performance. 77% of this same group believe that the home-school compact is a useful tool for enhancing communication to improve student learning. Parents sign the compact regardless of whether they buy into the concept or not. 94% of employees strongly agree that frequent absences, tardies, check outs and lack of parent involvement contribute to poor academic performance. 93% of staff
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	believe that students have benefited from Title I services. Title IC Student Survey: 85% feel they are treated fairly by teachers; 88% feel that SSPs help students with problems. 92% want to graduate High School and 85% want to attend college. They would like to see Migrant career field trips, more college experiences, job visitation experiences and fun field trips. Title III Student Survey: 87% feel that teachers treat them fairly, 84% feel that teachers pay attention to them during class, and 88% feel that their teachers encourage them to study hard. 85% feel they are doing well in school. 91% want to graduate from High School, and 72% want to attend college. 71% of students feel their English is excellent/good. 71% say English is NOT the primary language spoken at home and 52% parents do not speak and understand English. Both 34% of Migrant and 41% of EL students feel that their parents are not involved in school activities. Both migrant and EL students stated that they felt that their parents weren't as involved in school activities because they have to work long hours and take care of younger children and the family. According to the Elementary Student Survey report, a majority of 91% of students feel safe in school. 97% of the students also believe their teachers care about them. 87% of students feel that they are academically challenged by the work and 85% believe that they know what they are supposed to be learning in classes. The Middle School Student Survey showed that over 95% of students feel safe while at school. 85% of middle school students feel accepted and 91% feel that teachers care for them. Most of the middle school students feel respected. The majority of the middle school students stated they found their school work meaningful and were engaged in their school work by listening to the teacher teach during whole group discussions, working in small groups, completing work on paper and Chromebooks, and working on projects or research. The High School Student Survey showed that 91% of students feel safe, 90% of students feel like they belong and 90% feel that teachers care. 79% feel that teachers are understanding when they have personal problems and 88% feel teachers treat them fairly. The majority of the high school students feel that the teachers try to help. 74% of high schools students plan to attend a 2-year community college or a 4-year college. Students like the new block schedule because they have more time to prepare and have more opportunities to succeed. Students stated that they have many choices of classes that lead to a desired pathway in life. Students also appreciate how the teachers are understanding and supportive of the students that also do extracurricular activities beyond academics. Students like the variety of clubs and sports available at the high school. The new 2025-2026 Georgia School Climate Surveys were available from December 2025 through the end of March 2026. The surveys included a teacher survey, staff survey, student survey for 3rd through 12 grades, and family survey. 2025-2026 Georgia Student School Climate Survey was mandatory with an option for parents to opt their student from participation in the survey. The survey was given to 651 3rd through 5th grade students, 698 6th through 8th grade students and 760 9th grade through 12th grade students. For the most part, the Student Climate Survey results indicate that students do feel safe and fit in the schools. Tattnall
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continues to offer safety and drug awareness activities. Students continue to show a need for mental health resources.

Elementary School Georgia Student Climate Survey - 52% of the elementary students enjoyed learning at school almost everyday. 84% of the students believe that most of the adults show that they care about students while 79% believe that the adults show respect to them. 72% of the students are comfortable going to adults for help. Most students feel safe at school with 92% safe in the halls, 94% in the classrooms, 81% in the restrooms, 91% in the lunchroom, 84% on the playground, and 65% on the school buses. 63% responded they had never been bullied at school. 41% believe that bullying is an extreme or very much a problem.

Middle School Georgia Student Climate Survey - 89% of the middle school students believe that their teachers significantly impacted their learning and 94% think their teachers make learning fun. 98% of them stated their teachers have created an environment where students can learn and 91% have set learning goals. Over half of the students have had group discussions about what they were learning multiple times during the week. 97% have teachers that make sure everyone is respectful during classroom discussions and the majority of the students feel comfortable to share their thoughts and opinions. 95% of teachers have given specific feedback to the students. 99% of middle school students feel that the adults care about them and 98% feel that the adults are respectful. Majority of the middle school students feel safe in the halls, classrooms, restrooms, lunchroom, gym and on the school bus. 75% of them believe the adults help students who are experiencing bullying. 18% believe that bullying is an extreme problem in middle school as well as cyber-bullying.

High School Georgia Student Climate Survey - 90% of high school students responded that their teachers had an impact on their learning and 91% think teachers make learning interesting. 95% of teachers create an environment conducive to learning and 855 of students have set learning goals with their teachers. The majority of the teachers have classroom group discussions multiple times during a week to improve learning and ensures everyone is respectful during the discussions. Students responded that the majority of their teachers make them feel comfortable sharing their thoughts and opinions. 94% of students believed that the adults are respectable toward them. Less than 10% of students reported that they are not safe at school in the halls, classrooms, restrooms, lunchroom, gym and on the school bus. The majority of the high school students feel that the courses they take such as CTAE, dual enrollment, AP and electives match their college or career goals. 74% of students believe that the adults help students if they are experiencing bullying. 18% of the students believe that bullying is an extreme problem at the high school and 17% for cyber-bullying.

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)	Curriculum Implementation/effectiveness - All schools in the district viewed and compared data during grade level meetings, PLCs, and/or data team meetings throughout the year to help monitor the effectiveness of curriculum implementation. District and schools provide on-going professional development throughout the school year. Elementary Schools: ELA/Reading - Amplify Curriculum/95 Percent - lesson plans, internal and external teacher observations, curriculum maps/pacing charts, 3rd-5th grade benchmark assessments Math - Eureka Squared Math Curriculum - lesson plans, teacher observations, curriculum maps/pacing charts, end of unit assessments, 3rd-5th grade benchmark assessments iReady Reading & Math Data - Lexile levels, specific skill data, and Fall, Winter, Spring data points Progress Learning Data - Content Standard Mastery Acadience Data - ELA Fluency and Comprehension Middle Schools:ELA/Reading - teacher observations Math - teacher observations iReady Reading & Math Data - Lexile levels, specific skill data, Fall, Winter, Spring data points Progress Learning Data - Content Standard Mastery, Common Assessments STAR Data - Lexile levels and Comprehension (used as an intervention tracker) High School: Growth Measure - Lexile levels, Fluency and Comprehension - STAR Pear Assessment/Edulastic - Common Assessments Career, Technical & Agricultural Pathway Completion / 3 Active CTSOs (FBLA, FCCLA, FFA) Extra Curricular and Enrichment Opportunities Tattnall County Policy/Procedure Manual; BOE Budget meeting schedules; budgets Professional Capacity Process Data 2019 Attracting Staff - Reviewed Advertisement process, hiring procedures, induction program. Online application process has been in place 6 years and has proven to be very successful. Developing Staff - Reviewed New Teacher Induction Program, Professional Learning procedures to include PLCs Retaining Staff - Reviewed compensation plan, Exit Survey Data Volunteer Policy and Procedures, District Leadership Team Meeting minutes, Previous PAC Meeting Minutes, Cognia Accreditation Report (high school), GAC Georgia Accreditation Commission Report (elementary/middle schools), School Improvement Plans, District Improvement Plan, School Parent and Family Engagement Plans, District Parent and Family Engagement Plan. Migrant Implementation Plan Evaluations PBIS Implementation - Educators Handbook (discipline data) ASPIRE Data Check and Connect Mentor Data Attendance Data MTSS Process
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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?")

It was determined that in most instances, teachers were following the GSE standards, curriculum guides and pacing charts agreed upon at the district level for curriculum implementation. Lesson plans and teacher observations (TKES) were used to check the curriculum implementation effectiveness. Discussions of strengths and improvements were discussed during grade level meetings, PLC meetings, and administration and teacher conferences. When there was a discrepancy, an adjusted plan was put in place to get the teachers back on track. Principals and academic coaches work with the teachers within their schools to track data, identify trends and discuss areas of concern for improvement. In FY2024-2025, the K-2, 3-5, and 6-12 district curriculum committees will be engaged in alignment work as new Georgia Math Standards have been released by GaDOE in FY 2023-2024 school year. Teacher practices from GMAS data illustrate the need to realign to the changes and to purge old, irrelevant practices. In ELA, new standards are released for the FY 2025-2026 implementation. The work in FY 2024-2025 will be to ensure content is paced for existing standards, while the work begins on creating new documents for the FY 2025-2026 Georgia's ELA Standards. Career Pathway completion continues to be successful at the high school with the 18 different career, technical, and agriculture education (CTAE) pathways offered with 6 career cluster program areas (Agriculture, Food, Natural Resources; Business, Management, Administration; Education and Training; Finance; Human Services; Information Technology). The high school currently has four active CTSOs including TSA, FBLA, FCCLA and FFA and FGE as well as community service opportunities. Students are very active and successful in them.

District and schools provide on-going professional development throughout the school year based on specific needs of the school. Staff indicated that there is a need for more professional development in the areas of students with disabilities, economically disadvantaged students, EL students, gifted students, MTSS, and all content areas. It is evident that our district offers a wide variety of opportunities to help students become well-rounded individuals in the areas of academics, athletics, and career exploration.

Our process data indicates that our Policy Manual is updated as needed. Budget meetings/BOE presentations are held regularly (monthly).

The system employs a Human Resource Director who oversees the recruiting and hiring process. The district continues to provide an online hiring and recruiting application. Teachers in our school system hold a Bachelors T4 degree (24%), Masters T5 degree (37%) and Specialists T6 degree (23%) and are at the mid-level (3-20 years) experience. All of the paraprofessionals have clearance and para pro certificate except for one lacking para pro certificate. District continues to provide support for employees seeking in-field and professional qualifications by providing study guides and an individual plan to help them obtain certification. Human resource meets periodically with employees to go over plan. The district also assist teachers in signing up to take courses for gifted, reading and ESOL endorsement. For FY25, Tattnall County employed 40 new teachers. Exit surveys continue to be used, and survey results provide valuable information for reflection. In the exit survey, employees answers ranged from retirement, family, rate of pay,

	pursue new professional opportunity, dissatisfaction with Tattnall, and better opportunity for growth as reasons for leaving the school system. Employees leaving the system stated the following strengths ● Tattnall County's leadership / Building Level Principal ● The staff is very friendly and helpful ● Principals ● Support from peer teachers (teacher mentorships) ● Community and parental support ● Supportive Environment (family atmosphere) ● The administration was always supportive. ● Teachers care about the students ● Team support in each grade/department level ● Superintendent Following things to improve system -Policy of openness needs to happen at the school level (transparency) -Pay -Students being held responsible for grades and/or behavior -Discipline at the High School -Consolidate the middle schools -Smaller class sizes -Continue paraprofessional support in the classrooms -More collaboration time between ESOL teachers and general education teachers -Continued focus on CTAE courses -Advertise available coaching positions Aiding teachers with resources and training to teach students who do not speak English Some parents are open to leadership options that exist. Many migrant parents have taken advantage of opportunities to attend Local, Regional and State PAC meetings when they are held and to hold offices in both. Our current elected local PAC President was elected as Georgia's MEP State PAC Secretary. Parents wanted to be able to volunteer in the schools and during the 18-19 school year, the volunteer policy and procedure was developed to guide this process. Very few parents have still taken advantage of this process. Principals report trying to focus parent meetings on meaningful topics to increase student achievement. It has been concluded that making more noticeable the online staff directory for each school that includes each name, and job title as well as links to email would help the communication process between school and parent. We have made attempts to schedule meeting dates and times at convenient times for parents and through direct communication between the parent and migrant SSP. Parents/community feedback is solicited through surveys, meetings, Annual TINA Surveys (Title IA Parent Survey, Title III EL Parent Survey, Title IC Parent Survey), PAC Meeting Surveys (3 per year), School Council organization, and opportunities to provide feedback after meetings and throughout the school year. Mobile access of Power School and district and school websites are available via parent and student cell phones. During the COVID pandemic, we developed more online or virtual ways to meet with
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parents, such as Zoom or Microsoft Team meetings with parents of Dual Enrollment students and parent student conferences and this is still in effect when it is needed if it allows for a better chance of meeting with parents. Some parents continue to find virtual meetings more adaptable to their working schedules, while some parents prefer the in person meetings or by phone. We try to accommodate both ways. After each PAC survey, we try to address any concerns at the next meeting. During our PAC meetings, parents are provided with valuable and useful resources (PowerSchool Parent Portal Log-in sign up, Vision/Hearing Screening, Medical Mobile Lab (East GA), APPS/Places for acquiring English, Books/Literacy skills, Community Resources and many more. Also, how to use PowerSchool videos are located on the district website in English and Spanish as well as Parent Portal directions.

Migrant College Campus Visitation Days have been a great opportunity for our students to see what is out there for them to work toward. We had migrant students looking forward to the next one and asking about future college visitation days. We try to provide one per semester. At the local level, our High School counselors offer many opportunities for parents to come in and learn about post-secondary options such as dual enrollment, AP courses, and work base learning program. Our High School Migrant SSP is usually on hand to help with any translation as needed.

Credit Recovery is offered in the summer to any student who has fallen behind in credits toward staying on track for graduation at the high school level. Summer tutoring is offered (by invitation only) to those migrant students whom teachers/SSPs feel need extra work during the summer. For Elementary and Middle migrant students, this is done with at home tutoring visits during June. All students not receiving summer tutoring received either a remediation or enrichment packet. Parents are notified that this is coming home for their child to work on.

Preschoolers are given basic skills learning bags so that parents can continue and support the learning during the summer at home. Georgia Southern University and Valdosta State University both offer a migrant summer camp for migrant students in the middle and high school based on a first come first serve list with a waiting list. All migrant students and their families in Tattnall schools are encouraged to complete an application to attend each year.

Spring tutoring opportunities were offered to students at all 5 schools. The tutoring involved high-frequency tutoring during the school day and after school tutoring opportunities based on student needs.

There are processes and procedures in place for discipline, attendance, and grades. The district has a uniform student handbook that explains student conduct and policies and procedures related to safety. Every school has a state approved safety plan. There is also a safety team comprised of staff members from each school and the district that meets to discuss safety issues and conduct safety walk-throughs. Safety drills are also practiced at each school. The student handbook also explains in detail the attendance policy. FY24 attendance data shows 6.4% of students had zero absences and 30.1% of students have 1 to 5 absences. FY24 data reveals that we saw a slight decrease of 1.9% in attendance of students missing 6 to 10 days and 1.9% missing over 10 days of school compared to FY23

	as we continue to return to normal. The average daily attendance for FY24 has been around 95% to 97% at each school in the district. The school district continues to offer health clinics, dental bus, flu vaccination clinics, school breakfast program, Telemed, and Pineland counseling to help remove barriers to attendance. Check and Connect Program mentors are assigned students with attendance issues to build relationships with and help the student to attend school more regularly. The school district's truancy officer also tracks students' attendance to ensure compliance with state and local school attendance laws and ensures that students and their families understand the importance of attending school. CHINS meetings have allowed the district to attempt to address needs of students and families that have impacts on attendance. The High School used the auto dialer to make 19,007 attendance and tardy calls as of May 2025. Student attendance is a concern although the data indicates the majority of our students are attending school on a regular basis. 94% of staff believe that absences, tardies and early check outs leads to poor academic performance. ASPIRE (Active Student Participation Inspires Real Engagement) For the FY 2025-2026 school year, all schools will be participating in the ASPIRE program. New teachers will be trained as they come into the school system to continue to emphasize the importance of the ASPIRE programs with the students. Active Student Participation Inspires Real Engagement (ASPIRE) is a student led IEP initiative where students develop skills in decision-making, choice-making, self-evaluation, problem solving and self-determination skills. This helps to promote students to lead and take part in their IEP process. The first school to take part in the ASPIRE program was Tattnall County High School during the 2013-2014 school year. During this time, all special education teachers at the high school worked with students on their caseload to familiarize students with different parts of the IEP. Depending on the disability, students took a role during their IEP meeting. Examples range from making and sending out their own meeting notices, developing slide shows to discuss their strengths and weaknesses, introducing IEP meeting participants and/or sharing accommodations that they felt were beneficial in the classroom. IEP meetings appeared to become a more positive atmosphere for parents, students, teachers and administration. Team members gained valuable information from students as students led the IEP meetings and shared their opinions and information about themselves. All middle schools and elementary schools have been participating in ASPIRE since during the 2014-2015 school year. Each year, there are meetings held with the special education staff in each school along with administration from each school, to keep the program strong. With new teachers coming in and administrative changes, it is vital to keep the communication going in order for everyone to be on the same page and supporting the students. For the past 5 years, Tattnall County High School has participated in the ASPIRE PLUS program. Tattnall County collaborated with the University of Kansas Center on Developmental Disabilities to promote the Self-Determined Learning Model of Instruction (SDLMI) with our co-teaching classes in the English department. For the 2025-2026 school year, all special education students at the high school will be involved in the SDLMI program. This program has proven very
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	successful for our students. It has made the students stop and think about the importance of setting goals and working through obstacles until the goal could become obtained. In looking at the data, we continue to notice that there continues to be a need for social and emotional learning in order to help our students become successful students. The MTSS process is currently being implemented to help students who have failed to meet grade-level standards, through multiple types of assessment and need targeted interventions. Our data indicates that research-based interventions for both academics and behavior continue to be needed to increase student achievement. MTSS coordinators at each school as well as a district behavior specialist support the implementation and monitoring of interventions, as well as collaborate with administrators, teachers, students, and parents. Recent data indicates that Tier I PBIS practices and classroom practices have resulted in 92% of students receiving 1 or less office referrals and 81% receiving no office referrals. PBIS implementation has had a positive impact on student behavior and is working for most students. The district will still engage in more training, with administrators and coaches in an attempt to decrease discipline referrals. The district will continue to provide professional learning centering on MTSS to staff at all school levels. Through the SPDG grant, the district has reorganized PBIS and Rtl teams to merged MTSS team, which gives the teams the ability to focus on the whole child. Implementation of an MTSS framework will help the district align all services available to students. The implementation of the MTSS are crucial to providing quality Tier 1 instruction and supports as well as identification of students who need more specialized interventions and supports at the Tier 2 and Tier 3 levels. The data tells us that we need to continue to provide individual or targeted interventions with progress monitoring tools to support students who are not on grade level in academics and behavior. Our district has a behavior specialist to assist and support administrators, teachers, students and parents for behavior concerns in the classrooms. Interventions are implemented and monitored. Should the student not demonstrate targeted progress, a functional behavior assessment will be completed and a behavior plan implemented based on the FBA. This will be monitored to determine if a student will need to be referred for further evaluation. The Check & Connect program pairs at-risk students with trained mentors for a 2-year period. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages the Check & Connect App. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year. Finding a common meeting time and location is often a challenge for students and mentors. The data fluctuates constantly as mentors enter current attendance, behavior, and grades on a weekly basis. Overall, our 2025-2026 End-of-Year data indicates 68%
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	improved attendance, 37% improved behavior, 66% improved coursework, and an average grade of 79. With the implementation of PBIS and other SEL programs such as Check and Connect, Tattnall County has decreased our overall discipline and risk ratio for students in the Black subgroup over the last four years. In FY19, Tattnall County was indicated to be significantly disproportionate with a risk ratio of 3.058. In the three years following, we have seen a steady decrease in that area. For FY24, the risk ratio has decreased to 2.01. For FY25, the risk ratio has decreased to 1.93. Financial processes are compliant with state and federal regulations. Our financial efficiency rating of 3 as of 2024 CCRPI, indicates that we are efficient with budgets and expenditures while meeting the instructional needs of our students. CCRPI had not been updated or available since COVID pandemic until the 2024 CCRPI was released.
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What achievement data did you use?	Georgia Milestone summary data for End of Grade and End of Course tests for years 2024-2025 and 2025-2026 (preliminary) were examined for data analysis. Final current scores (2024-2025) with subgroup data were not fully available at time of early CLIP submission. We have begun using the NWGA RESA Data Dashboard as a point of focus in all leadership team meetings to help identify trends and areas of improvement. See US History and Algebra examples below. CCRPI - waived due to COVID pandemic through FY 2021-2022. The new CCRPI and baseline was FY 2022-2023. CCRPI was released for the FY 2024-2025 school year in the Fall 2025. Even though student growth data is returning for the 2025-2026 school year, there is no data available due to Student Growth Data being lagging data. That data will be generated and shared with the schools during the next school year. ELA was also delayed, those assessment results will not be available until October. School and district leaders do evaluate the impact of staff professional growth by observation of strategy implementation in the classroom observations and by observation of contributing professionals in the performance of their duties. NWGA RESA Data Warehouse dashboard iReady Data (Reading/Math) MTSS/RTI Data Report Card Data Migrant Program Data ESOL/EL Program Data - ACCESS Test Results using data from 2021, 2022, 2023, 2024, 2025 , 2026
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What does your achievement data tell you?	iReady Data Analysis Students in grades K through 8 use iReady. Students take three iReady diagnostics each year in the Fall, Winter, and Spring. The data from the diagnostics is used to determine growth and for goal setting. The program personalizes a path for each student based on diagnostic data. Teachers get
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intuitive, personalized reports with actionable data to track student progress. Students can spend an average of 45 minutes or more on the personalized path each week for explicit and systematic instruction. Teachers are able to assign specific lessons on skills the students have yet to master. It is evident from iReady 2024-25 diagnostic data that students in K-8 are continuing to show growth in reading and math with the implementation of iReady.

NOTE: iReady "Projected Proficiency" scores have a strong correlation to GMAS scores.

RTI Data Analysis

RTI data shows that we still have a percentage of students that are not on grade level and need interventions in order to perform grade level expectations. Students in Tattnall County school who fail to meet acceptable levels on the iReady Diagnostic, which are given three times per year, may be referred to the EIP program. In the case that this is not successful, students may receive further intervention through the MTSS. Interventions are provided to students to help increase proficiency in deficient skills, which in turn could lead to increased mastery of grade-level standards. Interventions are provided for academics through programs such as 95%, HELPS, iReady lessons/Teacher Toolbox, Extra Math and others. Interventions are provided through direct instruction in either small group or individual formats.

Report Card Data Analysis

Report card data shows that there is a disconnect between the number of students making honor roll and achievement roll, but not scoring comparable on the the state assessments.

Reading Status

FY24 reading status that is based on student performance in the ELA assessments that fall within or above the Lexile Stretch Bands by grade level and defined by the state are as follows:

3rd Grade: State 64% / District 54%

4th Grade: State 56% / District 45%

5th Grade: State 72% / District 68%

6th Grade: State 59% / District 52%

7th Grade: State 68% / District 62%

8th Grade: State 72% / District 59%

American Lit. and Comp.: State 66% / District 53%

Georgia Milestones EOC Data Analysis

American Literature –Preliminary FY25 American Literature EOC data shows a 1% increase in developing, proficient and distinguished learners over the FY24 EOC data. In FY 25, the EL, SWD and black subgroups performed lower on the GMAS EOC American Literature indicating a continued need for provision of support and interventions.

Biology –Preliminary FY25 EOC Biology EOC data shows a 4.5% decrease in developing, proficient and distinguished learners over the FY24 EOC data. In FY25, the EL, SWD and black subgroups continue to have the highest percentage of beginning learner students. The high school continues use of block scheduling to allow additional instructional time.

Algebra –Preliminary FY25 EOC Math assessment scores show a .6% decrease over FY24 EOC Math baseline scores. In FY25 the EL, SWD and black subgroups

	have the highest percentage of beginning learner students. US History –Preliminary FY25 EOC US History scores show a 28% increase in developing, proficient and distinguished learners over the FY24 EOC data. In FY25 the EL, SWD and black subgroups continue having the highest percentage of beginning learner students.										
	School Year	Subject	Number Tested	Beginning Learners		Developing Learners	Proficient Learners	Dist Learners	Dev. Prof. Dist combined	increase/decrease	Clip Goal 2026
	EOC 2024-25 Preliminary	American Literature and Composition	241	32.00 %		37.00 %	29.00 %	2.00%	68.00%	1% inc.	71.00%
		Biology	247	33.00 %		32.00 %	29.00 %	7.00%	68.00 %	4.5 % dec.	71.00 %
		Coordinate Algebra (inc. MS)	228	35.00 %		37.00 %	25.00 %	3.00%	65.00 %	.60 % dec.	68.00 %
		Physical Science (MS -EOG)	NA	NA	55.00 %	NA	NA	NA	NA	NA	NA not tested in 2025
		US History	249	16.00 %	31.5%	20.00 %	48.00 %	17.00 %	85%	28% inc.	88.00 %
											Clip Goal 2024
	EOC 2023-2	American	282	33.00 %		37.60 %	26.20 %	3.20%	67.00%	3.7 %	70.00%

	4	Literature and Composition								inc.									
	Biology	272	27.60 %		35.30 %	33.50 %	3.70%	72.50 %	11.9 % inc.	75.50 %									
	Coordinate Algebra (inc. MS)	285	34.40 %		28.40 %	25.60 %	11.60 %	65.60 %	baseline	68.60 %									
	Physical Science (MS-EOG)	20	0.00%		55.00 %	30.00 %	15.00 %	100.00 %	8.3 % inc.	100.00 %									
	US History	198	42.90 %	31.50 %	31.80 %	21.20 %	4.00%	57%	7.5 % dec.	60.00 %									
	CCRPI The state of Georgia set the 2023 CCRPI scores as state baseline data. Tattnall County CCRPI baseline data is as follows: Content Mastery: Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college or career. The overall content mastery score for TC Elementary schools increased by 2.2 points from 2023 to 2024. TC Middle schools decreased by 3.9 points. TC High School decreased by 2.5 points. Content area Content Mastery increases/decreases from 2022 to 2023 are as follows: ELEMENTARY: ELA (decrease 1.3%) Math (increase 2.11%) Science (decrease .81%) MIDDLE: ELA (decrease .02%) Math (decrease 4.58%) Science (increase .54%) SS (decrease 12.59%) HIGH: AM LIT (increase 1.33%) ALG (increase 11.93%) Biology (decrease 7.16%) US His. (decrease 7.72%) Content area Content Mastery increases/decreases from 2023-2024 are as follows: ELEMENTARY: ELA (increase 0.4%) Math (increase 4.9%) Science (decrease 0.5%) MIDDLE: ELA (increase 3.96%) Math (increase 9.32%) Science (decrease 5.12%) SS (decrease 3.25%) HIGH: AM LIT (decrease 1.29%) ALG (decrease 7.56%) Biology (increase 1.89%) US His (decrease 3.3%)																		
Sch	202	202	202	202	202	202	202	202	202	2	2	2	2	2	2	2	2	2	2

	ool Nam e	3 Over all Content Mast ery	4 Over all Content Mast ery	3 ELA	4 ELA	3 Mat h	4 Mat h	3 Scie nce	4 Scie nce	3 SS	4 SS	0 2 3 A M Li t	0 2 4 A M Li t	0 2 3 Al g	0 2 4 Al g	0 2 3 Bi o	0 2 4 Bi o	0 2 3 U S Hi s	0 2 4 U S Hi s
	Stat e Ele men tary	64.7	67.8																
	TC Ele men tary	50.8	53	48.3 1	48.7 1	55.7 1	60.6 1	42.9 9	42.4 9										
	STE S	54.6	55.9	52.9 4	50.7 8	60.1 2	65.1 2	42.8 7	42.9 9										
	NTE S	47.4	50.5	44.3 4	46.9 3	51.8 8	56.6 9	43.1 4	42.0 4										
	Stat e Midd le	60.9	64																
	TC Midd le	53.9	57.8	50.5 3	54.4 9	59.6 7	68.9 9	47.1 3	42.0 1	53.0 7	49.8 2								
	NT MS	55.7	55.6	52.1 6	52.7 5	61.0 1	66.8 4	48.2 8	37.2 5	57.8 8	48.9 6								
	STM S	51.6	60.3	48.6	56.5 1	58.1 2	71.4 7	45.6 6	47.8 7	46.9 6	50.8 5								
	Stat e-High	65	68.1																
	TCH S	53.7	51.2									5 0. 7 4	4 9. 4 5	5 5. 4 1	4 7. 8 5	5 5. 7 9	5 7. 3 6	5 5. 0 6	4 9. 7 6
Closing Gaps:Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. TC Elementary schools Closing Gaps score was 63.3 points below the state score. TC Middle school Closing Gaps score was 18.3 points below the state score. TC High school Closing Gaps score was 15.9 points below the state score. Low performing subgroups have been identified at each school for improvement plan purposes.																			
Closing Gaps						2023					2024								
State - Elementary						66.7					100								
All TC Elementary						67.4					36.7								
NTES						50					56.7								
STES						72.7					21.4								

	State - Middle	52.5	68.3			
	All TC Middle	51.7	50			
	NTMS	71.2	10.5			
	STMS	28.9	84.2			
	State - High	67.5	81.7			
	TCHS	44	65.8			
	Progress:Progress measures how much growth students demonstrate in ELA and mathematics and how well EL are progressing towards EL proficiency. TC Elementary, Middle and the High school EL students exceeded the EL target set for each level. The breakdown of scores is as follows:					
		Overall	ELA Score	Math Score	EL Score	EL Target
	State - Elementary	86.2				
	TC Elementary Schools	82.1	77.3	85.72	87.36	90
	NTES	85.6	81.74	90.08	82.66	90
	STES	77.8	71.85	80.36	93.43	90
	Overall:					
	All		77.3	85.72	87.36	90
	AI/AN		NA	NA		
	AS/PI		NA	NA		
	Black		69.91	80.09		
	Hispanic		75.01	83.53		
	Multi-Racial		95.84	95.85		
	White		79.58	88.05		
	ED		77.3	85.72		
	EL		70.74	92.7		
	SWD		69.27	84.9		
		Overall	ELA Score	Math Score	EL Score	EL Target
	State - Middle	82.3				
	TC Middle Schools	91.2	86.69	100+	71.97	70.65
	NTMS	91.8	89.61	100+	65.02	
	STMS	91.7	83.39	100+	NA	
	Overall:					
	All		86.69	100+	71.97	70.65
	AI/AN		NA	NA		
	AS/PI		NA	NA		
	Black		86.52	100+		
	Hispanic		88.08	100+		
	Multi-Racial		80.36	100+		
	White		86.44	100+		
	ED		86.69	100+		
	EL		87.24	100+		
SWD		89.52	99.3			

		Overall	ELA Score	Math Score	EL Score	EL Target	
	State - High	82.7					
	TCHS	43.5	NA	43.94	39.19	40.96	
	All		NA	43.94	39.19	40.96	
	AI/AN		NA	NA			
	AS/PI		NA	NA			
	Black		NA	44.45			
	Hispanic		NA	47.43			
	Multi-Racial		NA	47.43			
	White		NA	42.57			
	ED		NA	43.94			
	EL		NA	NA			
	SWD		NA	28.27			
	Readiness:Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The breakdown of scores is as follows:						
	Readiness	Overall	At or Above GL Reading	Student Attendance	Beyond the Core		
	Elementary						
	State	83.2					
	TC	80.6	57.88%	83.93%	100%		
	NTES	79.3	55.88%	82.04%	100%		
	STES	81.8	60.19%	85.29%	100%		
	Readiness	Overall	At or Above GL Reading	Student Attendance	Beyond the Core		
	Middle						
	State	82.8					
	TC	79.6	59.62%	79.09%	100%		
	NTMS	78.6	57.52%	78.34%	100%		
	STMS	80.7	62.05%	80.00%	100%		
	Readiness	Overall	At or Above GL Reading	Student Attendance	ACC. Enrollment	Pathway Completion	College and Career Readiness
	High						
	State	73.3					
	TC	79.6	55.07%	77.03%	100.00%	94.89%	71.18%
	Migrant Program Data Analysis						
	GMAS Data Analysis						
	For most areas on Milestones, non pfs and pfs migrant students are scoring at a little lower than the non-migrant students at the elementary level and middle in ELA. American Literature seems to be lower across the board for Migrant students at the HS level. We will be working on how to address this for the upcoming year.						

For those with a lower percent, SSPs will make sure to work on bridging the gaps so that scores may increase for the next testing year. Any migrant student who scores below a 525 on EOG/EOC will be served in some form by SSP (regardless if student has high grades in the classroom setting).

When we use the new GaDOE Reading Readiness Dashboard (using Lexiles), we have discovered some interesting data (most current data is for 2022-2023):

- For grades 3, 5, 7, 8 Migrant students are all above the state average
- For grades 4, 6 and American Literature, Migrant students are below state average. This need will continued to be addressed for the upcoming year.
- For Non-Migrant students, all grade levels were BELOW the state average.

Note: In FY 2023-2024, Tattnall had too few migrant students to make a comparison with the sate average.

Elementary Data:

ELA EOG: 7 out of 29 scored proficient = 24%

Math EOG: 7 out of 29 scored proficient = 24%

Science EOG: 3 out of 4 scored proficient = 75% (5thgrade only takes this)

ELA: Level 4 Distinguished Learner - 1 Student

Math: Level 4 Distinguished Learner - 1 Student

Science: Level 4 Distinguished Learner - 1 Student

Middle Data:

ELA EOG: 5 out of 32 scored proficient = 16%

Math EOG: 8 out of 32 scored proficient = 25%

Two migrant students scored a Level 4 Distinguished on the Math EOG.

Science EOG: 0 out of 7 scored proficient or higher = 0% (8thgrade only)

Social Studies EOG: 0 out of 7 scored proficient or higher = 0% (8th grade only)

High School Data:

American Lit: 3 out of 9 scored proficient = 33%

College Algebra: 2 out of 8 scored proficient = 25%

EOC Biology: 4 out of 8 scored proficient = 50%

US History: 3 out of 7 scored proficient = 43% (One migrant student scored a Level 4 Distinguished in US History.)

Overall, in all 4 domains, migrant students show an increase in proficient and higher status. We will continue to have the SSPs to focus on American Literature and US History in the upcoming year.

Tier 1 Performance Review:Did migrant students score proficient or higher onEnd of Course and End of Grade Assessmentson grade level assessments?

K-5	Priority for Service	ELA	#	1/17	%	6%	Mat h	#	3/17	%	17.6%
	Non-Priority for Service	ELA	#	6/12	%	50%	Mat h	#	4/12	%	33%
	Non-Migrant	ELA	#	202/706	%	29%	Mat h	#	224/705	%	32%
6-8	Priority for Service	ELA	#	1/14	%	7%	Mat h	#	4/14	%	29%

		Non-Priority for Service	ELA	#	4/18	%	22%	Math	#	4/18	%	22%
		Non-Migrant	ELA	#	19/753	%	2.5%	Math	#	22/753	%	3%
	9-12	Priority for Service	ELA American Lit	#	1/5	%	20%	Math	#	1/3	%	33%
		Non-Priority for Service	ELA	#	2/4	%	50%	Math	#	1/5	%	20%
		Non-Migrant	ELA	#	71/232	%	31%	Math	#	62/720	%	9%
	<u>Local Data Analysis</u> For Tier 2, K-8 use iReady data from reading and math. High School uses Lexile scores for Reading and earned Math Credits for Math. Please Note: For High School Math Credits – 12 of the 29 were Honor's level and 2 of the 29 was College Credit = 48% were either Honor's or College Level credits Elementary and Middle Migrant Program iReady Data *Fall and Spring iReady Scale Scores **Percentage of students that made progress with an increase in their score.											
	School		iReady Reading				iReady Math					
	NTES		100%				100%					
	STES		90%				95%					
NTMS		95%				100%						
STMS		100%				75%						
Elementary and Middle schools use iReady for progress monitoring. This program also allows students to have individualized lessons on an as needed basis. SSPs have access to the program and scores and many work individually with students as needed on the program. They chart student progress three times per year – beginning, middle and end of year. They consult with teachers throughout the year to see if students need any specific lessons to help close the gap. This is also used during summer tutoring sessions as it can be individualized for each student. Tier 2 Performance Review:Did migrant students score proficient or higher onlocal grade level assessments? [If all students scored at proficient or higher on Tier 1 review, this does not need to be completed.]												
K-5	Priority for Service	ELA	#	30/31	%	97%	Math	#	30/31	%	97%	
	Non-Priority for Service	ELA	#	25/25	%	100%	Math	#	25/25	%	100%	

	Non-Migrant	ELA	#	N/A	%	N/A	Math	#	N/A	%	N/A																		
6-8	Priority for Service	ELA	#	13/15	%	87%	Math	#	10/11	%	93%																		
	Non-Priority for Service	ELA	#	16/17	%	94%	Math	#	14/17	%	82%																		
	Non-Migrant	ELA	#	N/A	%	N/A	Math	#	N/A	%	N/A																		
9-12	Priority for Service	ELA	#	4/13	%	31%	Math Credits	#	12/13	%	92%																		
	Non-Priority for Service	ELA	#	9/17	%	53%	Math Credits	#	14/15	%	93%																		
	Non-Migrant	ELA	#	N/A	%	N/A	Math Credits	#	N/A	%	N/A																		
Review of Implementation Plans and Observations of the Plans Although Tattnall County is under COF with Title IC funds, Migrant IP's are still being written at the local level to continue SSP support in the classroom for students involving content, which requires reading and comprehension. Even though under COF, this is not required, Tattnall County School District does this in order to focus the SSPs on pre/post testing and to allow the MFOC a way to check program effectiveness. Locally, we use this data to guide our program and check effectiveness as well as documentation of services. IPs for OSY/DO and Exito are still required for turn in to MEP office. Migrant students will continue to be monitored for credit completion in high school and graduation rates. <table><tr><td>Graduation Year</td><td>Graduation Rate (Hispanic)</td><td>Graduation Rate (ALL)</td></tr><tr><td>FY &lsquo;21</td><td>90.2%</td><td>88.33%</td></tr><tr><td>FY &lsquo;22</td><td>95%</td><td>92.24%</td></tr><tr><td>FY &lsquo;23</td><td>93.75%</td><td>90.50%</td></tr><tr><td>FY &lsquo;24</td><td>96.36%</td><td>91.50%</td></tr><tr><td>FY &lsquo;25</td><td>N/A</td><td>N/A</td></tr></table> Tattnall County High School has too few numbers of Migrant and ELs to get an accurate count through CCRPI. Since the majority of our students fall under Hispanic, we look at this indicator as a positive factor for our Hispanic population. Locally, we very seldom have Migrant or EL students fall into the Drop Out category. Tattnall County Migrant Program Implementation Plans (Local) Tattnall County Migrant Program Implementation Plans 2024-2025 are listed below with a brief analysis.												Graduation Year	Graduation Rate (Hispanic)	Graduation Rate (ALL)	FY ‘21	90.2%	88.33%	FY ‘22	95%	92.24%	FY ‘23	93.75%	90.50%	FY ‘24	96.36%	91.50%	FY ‘25	N/A	N/A
Graduation Year	Graduation Rate (Hispanic)	Graduation Rate (ALL)																											
FY ‘21	90.2%	88.33%																											
FY ‘22	95%	92.24%																											
FY ‘23	93.75%	90.50%																											
FY ‘24	96.36%	91.50%																											
FY ‘25	N/A	N/A																											

	Elementary: Elementary ELA (or content involving ELA) – Will use iReady for progress and progress reports/report cards every 4.5 weeks for monitoring. **Goal: In order to MEET goal, students will increase by at least 5 points from pre to post test. In order to EXCEED goal, students will increase by 25 or more points from pre to post test. Scores will be obtained from iReady. **Student's report card grades and state testing will also be monitored to ensure success in obtaining state standards. **SSPs and MFOC can also check standard's comprehension for grade level using iReady. Elementary Goal Analysis:Non PFS 97% met or exceeded goal(ELA); PFS 97% met or exceeded goal (ELA). Non PFS 100% met or exceeded goal(Math); PFS 100% met or exceeded goal (Math). Report Card Data:Only 7 out of 38 students failed one class for the year = 89% students passed all classes for the year. There were 314 courses passed and only 4 courses that had a failing grade (96% pass rate for number of courses taken). Middle School: Middle ELA (or content involving ELA) – Will use iReady for progress reports/report cards every 4.5 weeks progress monitoring. **Goal: In order to MEET goal, students will increase by at least 5 points from pre to post test. In order to EXCEED goal, students will increase by 25 or more points from pre to post test. Scores will be obtained from iReady. **Student's report card grades and state testing will also be monitored to ensure success in obtaining state standards. SSPs and MFOC can also check standard's comprehension for grade level using iReady. Middle Goal Analysis: Non PFS 94% met or exceeded goal (ELA); PFS 87% met or exceeded goal (ELA). Non PFS 82% met or exceeded goal (Math); PFS 93% met or exceeded goal (Math). Report Card Data:Only 3 out of 34 students failed one or more classes for the year = 91% students passed all classes for the year. There were 225 courses passed and only 5 courses that had a failing grade (98% pass rate for number of courses taken). High School: High School ELA (or content involving ELA)– Will use Lexile scores from Milestones and/or Houghton, MAP and progress reports/report cards every 4.5 weeks plus final transcripts for credits earned for year. **Goal (ELA): In order to MEET goal, students will pass 87% of classes taken (which equals to 7 out of 8 classes if students take a full load under block schedule for both semesters) OR increase in Lexile score by 5. In order to exceed, students will pass 100% of classes taken or increase in Lexile score by 25 or more points. State testing will also be monitored at the end of each year to check for state standards understanding. High School Goal Analysis:Non PFS 53% met or exceeded goal (ELA); PFS 31% met or exceeded goal (ELA). Non PFS 93% met or exceeded goal (Math); PFS 92% met or exceeded goal (Math). Report Card Data: Since the High School is on block schedule, students can earn 8 credits per year. When you look at how many classes were taken for the year, there were 225 courses taken by migrant High School students with 218 courses earning credit (98% pass rate for courses). Out of 28 students, 4 had failing grades. 85% of the students passed all classes to earn credits. One student attends Coastal Plains.
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Those students who failed a core class were invited to summer school for Credit Recovery in order to stay on target to graduate and earn credit over the summer. Tattnall has began to have more migrant students to enroll in work based learning, dual enrollment and honor/AP classes. In FY 2024-2025, Tattnall County High School had 30 migrant students.																			
Advanced Classes					Total Segments/Classes					Total Migrant Students Participation									
Work Based Learning Segments					9 segments					3									
Dual Enrollment					20 College Classes					6									
Honors/AP					29 Classes					12									
OSY/DO: Health Back Packs – each participant is given a pre/post health related test. **Goal: OSY/DOs will show an increase of 5 points from the pre to post test. **If an OSY/DO scores a 100 on the pre and posttest, this will be considered meets/exceeds. Goal Analysis: All OSY/DO met or exceeded from pre to post test. There were 79 served in S1 and S2. These were served during regular school term. All participants met or exceeded the goal.																			
EXITO: **Goal: P3- P5 students NOT receiving services through Tattnall County Prek, Telamon or Headstart will receive EXITO services and show an increase of 5 points from the pre to posttest as well those who are out of school (Telamon) from January to March.																			
EXITO Goal Analysis: There were 1 P3s and 1 P4s served this school term. The LR did meet with parent one time to share the basic skills bag so she could also work from home with student. Four waived services or were attending other local agencies.																			
GMAS Comparison of Non-Migrant to Migrant All percentages are for students who did not achieve proficiency – Level 1 Beginning Learner.																			
Elementary School																			
EO G ES ELA Sub grou ps	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T ot al	EO G ES M at h S u b gr ou	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T ot al

Demographic Characteristics											p s									
	All	283	39.0 %	243	33.0 %	179	24.0 %	30	4.0 %	735	All	196	26.0 %	307	42.0 %	175	24.0 %	56	8.0 %	734
	Amln/Al NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	Amln /A IN A	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0
	AS/ PI	1	33.0 %	0	0.0 %	1	33.0 %	1	33.0 %	3	AS/ PI	0	0.0 %	1	33.0 %	0	0.0 %	2	66.0 %	3
	Black	82	48.0 %	57	34.0 %	30	18.0 %	0	0.0 %	169	Black	57	33.0 %	82	49.0 %	25	15.0 %	5	3.0 %	169
	Hispanic	84	54.0 %	46	29.0 %	22	14.0 %	4	3.0 %	156	Hispanic	50	32.0 %	65	42.0 %	35	22.0 %	6	4.0 %	156
	Multi Racial	8	21.0 %	18	47.0 %	9	24.0 %	3	8.0 %	38	Multi Racial	8	21.0 %	13	34.0 %	13	34.0 %	4	11.0 %	38
	White	108	29.0 %	122	33.0 %	117	32.0 %	22	6.0 %	369	White	81	21.0 %	146	40.0 %	102	28.0 %	39	11.0 %	369
	ED	283	39.0 %	243	33.0 %	179	24.0 %	30	4.0 %	735	ED	196	26.0 %	307	42.0 %	175	24.0 %	56	8.0 %	734
	SW D	88	70.0 %	28	23.0 %	6	5.0 %	2	2.0 %	124	SW D	69	56.0 %	41	33.0 %	12	10.0 %	1	1.0 %	123
	EL	49	77.0 %	15	23.0 %	0	0.0 %	0	0.0 %	64	EL	33	52.0 %	25	39.0 %	6	9.0 %	0	0.0 %	64
	Migr	17	59.0	5	17.0	6	21.0	1	3.0	2	M	1	3	1	4	6	2	1	3	2

	ant		%		%		%		%	9		ig ra nt	0	5.0 %	2	1.0 %	1.0 %	0	9	
	EO G ES Sci Sub grou ps	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T ot al										
	All	80	35.0 %	68	30.0 %	61	27.0 %	20	9.0 %	229										
	Aml n/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0										
	AS/ PI	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0										
	Blac k	28	47.0 %	15	25.0 %	16	27.0 %	1	2.0 %	60										
	Hisp anic	19	46.0 %	13	32.0 %	8	20.0 %	1	2.0 %	41										
	Multi Raci al	2	17.0 %	4	33.0 %	4	33.0 %	2	16.0 %	12										
	Whit e	31	27.0 %	36	31.0 %	33	28.0 %	16	14.0 %	116										
	ED	80	35.0 %	68	30.0 %	61	27.0 %	20	9.0 %	229										
	SW D	28	64.0 %	9	20.0 %	6	14.0 %	1	2.0 %	44										
	EL	11	85.0 %	2	15.0 %	0	0.0 %	0	0.0 %	13										
	Migr ant	4	50.0 %	1	13.0 %	2	25.0 %	1	13.0 %	8										
	Middle School																			
	EO G MS ELA Sub grou ps	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T ot al		EO G M S Mat h S u	L1	L1 %	L2	L2 %	L3	L3 %	L4	L4 %

										b g r o u p s									
All	289	37.0 %	250	32.0 %	190	24.0 %	56	7.0 %	785		All	153	20.0 %	323	41.0 %	205	26.0 %	104	13.85
Amln/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0		A m l n / A I N A	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
AS/PI	2	33.0 %	1	17.0 %	2	33.0 %	1	17.0 %	6		A S / P I	1	17.0 %	0	0.0 %	3	50.0 %	2	33.0 %
Black	97	52.0 %	52	28.0 %	31	17.0 %	5	3.0 %	185		B l a c k	60	32.0 %	84	45.0 %	36	19.0 %	5	3.085
Hispanic	65	37.0 %	73	41.0 %	30	17.0 %	10	6.0 %	178		H i s p a n i c	25	14.0 %	90	51.0 %	44	25.0 %	19	11.08
Multi Racial	16	44.0 %	13	36.0 %	6	17.0 %	1	3.0 %	36		M u l t i R a c i a l	13	36.0 %	13	36.0 %	7	19.0 %	3	8.06
White	109	29.0 %	111	29.0 %	121	32.0 %	39	10.0 %	380		W h i t e	54	14.0 %	136	36.0 %	115	30.0 %	75	20.08
ED	289	37.0 %	250	32.0 %	190	24.0 %	56	7.0 %	785		E D	153	20.0 %	323	41.0 %	205	26.0 %	104	13.85
SWD	95	71.0 %	24	18.0 %	11	8.0 %	4	3.0 %	134		S W D	60	45.0 %	54	40.0 %	12	9.0 %	8	6.034
EL	33	83.0 %	7	17.0 %	0	0.0 %	0	0.0 %	40		E L	15	38.1	25	52.	4	10.	0	0.40

														0%		0%		0%		%	
	Migrant	16	50.0%	11	34.0%	5	16.0%	0	0.0%	32		Migrant	10	31.0%	14	44.0%	6	19.0%	2	6.0%	32
	EO GMS Sci Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total		EO GMS Sci Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total
	All	112	45.0%	69	28.0%	42	17.0%	24	10.0%	247		All	85	34.0%	93	38.0%	58	23.0%	12	5.0%	248
	Amln/AI NA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0		Amln/AI NA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	AS/PI	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1		AS/PI	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Black	32	63.0%	15	29.0%	2	4.0%	2	4.0%	51		Black	23	44.0%	22	43.0%	7	13.0%	0	0.0%	52
	Hispanic	37	54.0%	15	22.0%	11	16.0%	5	7.0%	68		Hispanic	25	37.0%	26	38.0%	14	21.0%	3	4.0%	68
	Multi Racial	5	50.0%	3	30.0%	2	20.0%	0	0.0%	10		Multi R	5	50.0%	4	40.0%	1	10.0%	0	0.0%	10

[illegible]

	Hispanic	20	35.0 %	18	32.0 %	19	33.0 %	0	0.0 %	57	Hispanic	20	43.0 %	18	38.0 %	8	17.0 %	1	2.0 %	47
	Multi Racial	3	38.0 %	1	12.0 %	4	50.0 %	0	0.0 %	8	Multi Racial	3	30.0 %	5	50.0 %	2	20.0 %	0	0.0 %	10
	White	30	24.0 %	51	41.0 %	39	31.0 %	4	3.0 %	124	White	19	21.0 %	3	34.0 %	3	42.0 %	3	3.0 %	89
	ED	78	32.0 %	89	37.0 %	70	29.0 %	4	2.0 %	241	ED	80	35.4 %	8	37.0 %	5	25.0 %	6	3.2 %	28
	SWD	19	83.0 %	2	9.0 %	2	9.0 %	0	0.0 %	23	SWD	24	63.0 %	1	29.0 %	3	8.0 %	0	0.3 %	8
	EL	9	82.0 %	2	18.0 %	0	0.0 %	0	0.0 %	11	EL	12	86.0 %	1	7.0 %	1	7.0 %	0	0.1 %	4
	Migrant	2	22.0 %	4	44.0 %	3	33.0 %	0	0.0 %	9	Migrant	4	50.0 %	2	25.0 %	2	25.0 %	0	0.8 %	
	EOC US Hist.	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total	EOC Biology	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total
	All	39	16.0 %	50	20.0 %	118	47.0 %	42	17.0 %	249	All	82	33.0 %	7	32.0 %	7	28.0 %	1	6.0 %	247
	Amln/AINA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	Amln/AINA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0

AS/PI	1	20.0%	2	40.0%	2	40.0%	0	0.0%	5		AS/PI	0	0.0%	1	50.0%	0	0.0%	1	50.0%	2
Black	9	22.0%	14	34.0%	15	37.0%	3	7.0%	41		Black	37	61.0%	15	25.0%	7	11.0%	2	3.0%	61
Hispanic	13	21.0%	9	14.0%	29	46.0%	12	19.0%	63		Hispanic	17	34.0%	15	30.0%	16	32.0%	2	4.0%	50
Multi Racial	2	29.0%	2	29.0%	1	14.0%	2	29.0%	7		Multi Racial	5	50.0%	4	40.0%	1	10.0%	0	0.0%	10
White	14	11.0%	25	19.0%	71	53.0%	23	17.0%	133		White	23	19.0%	44	35.0%	46	37.0%	11	9.0%	124
ED	39	16.0%	50	20.0%	118	47.0%	42	17.0%	249		ED	82	33.0%	79	32.0%	70	28.0%	16	6.0%	247
SWD	11	48.0%	6	26.0%	6	26.0%	0	0.0%	23		SWD	22	63.0%	8	23.0%	5	14.0%	0	0.0%	35
EL	7	64.0%	3	27.0%	1	9.0%	0	0.0%	11		EL	67	30.0%	33	13.0%	0	0.0%	0	0.0%	9
Migrant	2	29.0%	2	29.0%	2	29.0%	1	14.0%	7		Migrant	40	50.0%	0	0.0%	4	50.0%	0	0.0%	8
*Please note: Due to COF, Elementary, Middle and High School are NOT required to submit an IP to the MEP office. Tattnall County chooses to utilize the IP to document (locally) for data purposes. EL Program Data Analysis GMAS Comparison of EL Students to Non-EL Students Data Analysis Elementary School																				

	EO GES ELA Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T otal	EO GES Math Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T otal
	All	283	39.0 %	243	33.0 %	179	24.0 %	30	4.0 %	735	All	196	26.0 %	307	42.0 %	175	24.0 %	56	8.0 %	734
	Aml n/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	Aml n/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0
	AS/ PI	1	33.0 %	0	0.0 %	1	33.0 %	1	33.0 %	3	AS/ PI	0	0.0 %	1	33.0 %	0	0.0 %	2	66.0 %	3
	Black	82	48.0 %	57	34.0 %	30	18.0 %	0	0.0 %	169	Black	57	33.0 %	82	49.0 %	25	15.0 %	5	3.0 %	169
	Hispanic	84	54.0 %	46	29.0 %	22	14.0 %	4	3.0 %	156	Hispanic	50	32.0 %	65	42.0 %	35	22.0 %	6	4.0 %	156
	Multi Racial	8	21.0 %	18	47.0 %	9	24.0 %	3	8.0 %	38	Multi Racial	8	21.0 %	13	34.0 %	3	8.0 %	4	11.0 %	38
	White	108	29.0 %	122	33.0 %	117	32.0 %	22	6.0 %	369	White	81	21.4 %	140	38.0 %	202	28.9 %	31	8.6 %	368

	ED	283	39.0 %	243	33.0 %	179	24.0 %	30	4.0 %	7	3	5	ED	1	2	3	4	1	2	5	8	7
													D	9	6	0	2	7	4	6	0	3
	SW	88	70.0 %	28	23.0 %	6	5.0 %	2	2.0 %	1	2	4	SW	6	5	4	3	1	1	1	1	1
	D												D	9	6	1	3	2	0	0	0	2
																						3
	EL	49	77.0 %	15	23.0 %	0	0.0 %	0	0.0 %	6	4		EL	3	5	2	3	6	9	0	0	6
													L	3	2	5	9	0	0	0	0	4
	Migr	17	59.0 %	5	17.0 %	6	21.0 %	1	3.0 %	2	9		M	1	3	1	4	6	2	1	3	2
	ant												ig	0	5	2	1	0	1	0	0	9
													ra									
													nt									
	EO	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T												
	G									ot												
	ES									al												
	Sci																					
	Sub																					
	grou																					
	ps																					
	All	80	35.0 %	68	30.0 %	61	27.0 %	20	9.0 %	2	2	9										
	Aml	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0												
	n/AI																					
	NA																					
	AS/	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0												
	PI																					
	Blac	28	47.0 %	15	25.0 %	16	27.0 %	1	2.0 %	6												
	k									0												
	Hisp	19	46.0 %	13	32.0 %	8	20.0 %	1	2.0 %	4												
	anic									1												
	Multi	2	17.0 %	4	33.0 %	4	33.0 %	2	16.0 %	1												
	Raci									2												
	al																					
	Whit	31	27.0 %	36	31.0 %	33	28.0 %	16	14.0 %	1												
	e									1												
										6												
	ED	80	35.0 %	68	30.0 %	61	27.0 %	20	9.0 %	2	2	9										
	SW	28	64.0 %	9	20.0 %	6	14.0 %	1	2.0 %	4												
	D									4												
										4												
	EL	11	85.0 %	2	15.0 %	0	0.0 %	0	0.0 %	1												
										3												
	Migr	4	50.0 %	1	13.0 %	2	25.0 %	1	13.0 %	8												
	ant																					

	Middle School																			
	EO G MS ELA Sub grou ps	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T otal	EO G MS Math Sub grou ps	L1	L1%	L2	L2%	L3	L3%	L4	L4%	T otal
	All	289	37.0 %	250	32.0 %	190	24.0 %	56	7.0 %	785	All	153	20.0 %	323	41.0 %	205	26.0 %	104	13.0 %	7385
	Aml n/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	Aml n/AI NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0
	AS/ PI	2	33.0 %	1	17.0 %	2	33.0 %	1	17.0 %	6	AS/ PI	1	17.0 %	0	0.0 %	3	50.0 %	2	33.0 %	6
	Blac k	97	52.0 %	52	28.0 %	31	17.0 %	5	3.0 %	185	Blac k	60	32.0 %	84	45.0 %	36	19.0 %	5	3.0 %	185
	Hisp anic	65	37.0 %	73	41.0 %	30	17.0 %	10	6.0 %	178	Hisp anic	25	14.0 %	90	51.0 %	44	25.0 %	19	11.0 %	178
	Multi Raci al	16	44.0 %	13	36.0 %	6	17.0 %	1	3.0 %	36	Multi Raci al	13	36.0 %	13	36.0 %	7	19.0 %	3	8.0 %	36
	Whit e	109	29.0 %	111	29.0 %	121	32.0 %	39	10.0 %	38	Whit e	54	14.3 %	136	36.1 %	30	7.5 %	70	20.8 %	38

									0		te		0%	6%	0%	5%	0%	0%	0%		
	ED	289	37.0%	250	32.0%	190	24.0%	56	7.0%	785	ED	153	20.0%	32.3%	41.0%	22.05%	26.0%	10.4%	13.85%		
	SWD	95	71.0%	24	18.0%	11	8.0%	4	3.0%	134	SWD	60	45.0%	54.0%	44.0%	12.0%	9.0%	8.0%	6.134%		
	EL	33	83.0%	7	17.0%	0	0.0%	0	0.0%	40	EL	15	38.0%	21.0%	52.0%	44.0%	10.0%	0.0%	0.40%		
	Migrant	16	50.0%	11	34.0%	5	16.0%	0	0.0%	32	Migrant	10	31.0%	14.0%	44.0%	66.0%	19.0%	2.0%	6.32%		
	EOGMS Sci Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total		EOGMS Sci Sub groups	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total
	All	112	45.0%	69	28.0%	42	17.0%	24	10.0%	247		All	85	34.0%	93	38.0%	58	23.0%	12	5.0%	248
	Amln/AI NA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0		Amln/AI NA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	AS/PI	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1		AS/PI	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Black	32	63.0%	15	29.0%	2	4.0%	2	4.0%	51		Black	23	44.2%	24.3%	47.3%	71.3%	10.3%	0.0%	0.52%	

											ck	0 %	0 %	0 %	%					
	Hispanic	37	54.0 %	15	22.0 %	11	16.0 %	5	7.0 %	68	Hispanic	25	37.0 %	26	38.0 %	12	31.0 %	3	4.0 %	68
	Multi Racial	5	50.0 %	3	30.0 %	2	20.0 %	0	0.0 %	10	Multi Racial	5	50.0 %	4	40.0 %	1	10.0 %	0	0.0 %	10
	White	38	32.0 %	36	31.0 %	26	22.0 %	17	15.0 %	117	White	32	27.0 %	41	35.0 %	36	31.0 %	8	7.0 %	117
	ED	112	45.0 %	69	28.0 %	42	17.0 %	24	10.0 %	247	ED	85	34.0 %	93	38.0 %	58	23.0 %	12	5.0 %	248
	SW D	31	72.0 %	5	12.0 %	6	14.0 %	1	2.0 %	43	SW D	23	53.0 %	11	26.0 %	8	19.0 %	1	2.0 %	43
	EL	12	80.0 %	3	20.0 %	0	0.0 %	0	0.0 %	15	EL	85	30.0 %	74	27.0 %	0	0.0 %	0	0.0 %	15
	Migrant	6	86.0 %	1	14.0 %	0	0.0 %	0	0.0 %	7	Migrant	57	10.0 %	22	9.0 %	0	0.0 %	0	0.0 %	7
	High School																			
	EO C Am. Lit.	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Tot al	EO C Alg.	L1	L1 %	L2 %	L3 %	L4 %	Tot al			
All	78	32.0 %	89	37.0 %	70	29.0 %	4	2.0 %	241	All	80	35.0 %	84	37.0 %	58	25.0 %	6	3.0 %	728	
Aml n/Al NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	00	Aml n/Al NA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	

	AS/ PI	1	25.0 %	1	25.0 %	2	50.0 %	0	0.0 %	4		A/ S/ PI	1	100.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1
	Black	24	50.0 %	18	38.0 %	6	12.0 %	0	0.0 %	4	8	Black	37	46.0 %	31	38.0 %	11	14.0 %	1	2.0 %	2	2.0 %	8	8.1	
	Hispanic	20	35.0 %	18	32.0 %	19	33.0 %	0	0.0 %	5	7	Hispanic	20	43.0 %	18	38.0 %	8	17.0 %	1	1.0 %	2	2.0 %	4	4.7	
	Multi Racial	3	38.0 %	1	12.0 %	4	50.0 %	0	0.0 %	8		Multi Racial	3	30.0 %	5	50.0 %	2	20.0 %	0	0.0 %	0	0.0 %	1	10.0	
	White	30	24.0 %	51	41.0 %	39	31.0 %	4	3.0 %	1	24	White	19	21.0 %	30	34.0 %	37	42.0 %	3	3.0 %	8	8.0	9	9.9	
	ED	78	32.0 %	89	37.0 %	70	29.0 %	4	2.0 %	2	41	ED	80	35.0 %	84	37.0 %	58	25.0 %	6	3.0 %	2	2.0 %	8	8.2	
	SW D	19	83.0 %	2	9.0 %	2	9.0 %	0	0.0 %	2	3	SW D	24	63.0 %	11	29.0 %	3	8.0 %	0	0.0 %	0	0.0 %	3	3.8	
	EL	9	82.0 %	2	18.0 %	0	0.0 %	0	0.0 %	1	1	EL	12	86.0 %	1	7.0 %	1	7.0 %	0	0.0 %	0	0.0 %	1	1.4	
	Migrant	2	22.0 %	4	44.0 %	3	33.0 %	0	0.0 %	9		Migrant	4	50.0 %	2	25.0 %	2	25.0 %	0	0.0 %	0	0.0 %	8	8.0	
	EO C US Hist.	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total		EOC Biology	L1	L1%	L2	L2%	L3	L3%	L4	L4%	Total				

	All	39	16.0 %	50	20.0 %	118	47.0 %	42	17.0 %	249		All	82	33.0 %	79	32.0 %	70	28.0 %	16	6.0 %	247
	AmIn/AINA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0		AmIn/AINA	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0
	AS/PI	1	20.0 %	2	40.0 %	2	40.0 %	0	0.0 %	5		AS/PI	0	0.0 %	1	50.0 %	0	0.0 %	1	50.0 %	2
	Black	9	22.0 %	14	34.0 %	15	37.0 %	3	7.0 %	41		Black	37	61.0 %	15	25.0 %	7	11.0 %	2	3.0 %	61
	Hispanic	13	21.0 %	9	14.0 %	29	46.0 %	12	19.0 %	63		Hispanic	17	34.0 %	15	30.0 %	16	32.0 %	2	4.0 %	50
	Multi Racial	2	29.0 %	2	29.0 %	1	14.0 %	2	29.0 %	7		Multi Racial	5	50.0 %	4	40.0 %	1	10.0 %	0	0.0 %	10
	White	14	11.0 %	25	19.0 %	71	53.0 %	23	17.0 %	133		White	23	19.0 %	44	35.0 %	46	37.0 %	1	9.0 %	124
	ED	39	16.0 %	50	20.0 %	118	47.0 %	42	17.0 %	249		ED	82	33.0 %	79	32.0 %	70	28.0 %	16	6.0 %	247
	SWD	11	48.0 %	6	26.0 %	6	26.0 %	0	0.0 %	23		SWD	22	63.0 %	8	23.0 %	5	14.0 %	0	0.0 %	35
	EL	7	64.0 %	3	27.0 %	1	9.0 %	0	0.0 %	11		EL	6	67.0 %	3	33.0 %	0	0.0 %	0	0.0 %	9
	Migrant	2	29.0 %	2	29.0 %	2	29.0 %	1	14.0 %	7		Migrant	4	50.0 %	0	0.0 %	4	50.0 %	0	0.0 %	8

EL Program ACCESS Data Analysis

Tattnall County will exit 17 EL students out of 240 total students tested at the end of 2024-2025 school year. There was 1 Clear Exit and 16 Reclassification Exit. This is 7%. When comparing ACCESS exit data for our county to state, we have consistently scored higher than the state exit average for the last 4 years. When comparing surrounding systems of equal size and school demographics, we have exited students at a higher rate than most. If current trends continue, Tattnall County should have a higher exit rate than most counties around us as well as the Exit rate for Georgia DOE average. See chart below for breakdown by grade level and regular/alternate ACCESS test breakdown.

School Name	Grade	Number to Exit	Total Number Tested	Percentage
NTES	K	0	12	0%
	1	0	8	0%
	2	1	11	9%
	3	0	10	0%
	4	3	18	17%
	5	1	8	13%
	Alternate	0	1	0%
Total	(NOT INCLUDING ALTERNATE SCORES)	5	68	7.35%
STES	K	0	20	0%
	1	0	13	0%
	2	2	7	29%
	3	1	11	9%
	4	6	15	40%
	5	1	6	16%
Total		10	72	14%
NTMS	6	0	8	0%
	7	0	12	0%
	8	0	11	0%
Total		0	31	0%
School Name	Grade	Number to Exit	Total Number Tested	Percentage
STMS	6	0	5	0%
	7	0	1	0%
	8	2	5	40%
Total		2	11	18.1%
TCHS	9	0	25	0%
	10	0	7	0%
	11	0	15	0%
	12	0	11	0%

	Total		0	58	0%
	District Total		17	240	7.1%
	2022-2023 Exited Data		2023-2024 Exited Data		
	●Tattnall County exited 23 out of 206 for 11.16% ●Toombs County exited 24 out of 203 for 11.8% ●Long County exited 11 out of 141 for 7.8% ●Evans County exited 23 out of 219 for 10.5%		●Tattnall County exited 23 out of 229 for 10% ●Toombs County exited 28 out of 224 for 12.5% ●Long County exited 18 out of 168 for 10.7% ●Evans County exited 21 out of 267 for 7.9%		
	Statewide: There were 14,215 exited from a total of 143,070 students for a total of 9.94%		Statewide: There were 15,519 exited from a total of 155,372 students for a total of 9.9%		
ELP Assessment Participation					
CCRPI District Demographics (2023-2024)					
American Indian / Alaskan Native - 0.0%					
Asian / Pacific Islander - 0.8%					
Black - 23.1%					
Hispanic - 22.1%					
Multi-Racial - 5.1%					
White - 48.9%					
Economically Disadvantaged - 100%					
English Learners - 9.7% (2021-2022 8.6%) (2022-2023 8.8%)					
Students with Disability - 16.7%					
EL Program CCRPI Data (2023-2024)					
Schools that have enough students in a subgroup are showing progress and					

2. DATA COLLECTION ANALYSIS - OPTIONAL

2.6 Data Analysis Questions

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

	appear to be closing the gap. The last few years of CCRPI scores for EL have helped the district overall.					
	School	School Progress Toward English Language Proficiency	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
	Elementary	87.36% (Target 90%)	25.49%	16.09%	17.24%	41.38%
	Middle	71.97% (Target 70.65%)	36.59%	17.07%	12.20%	34.15%
	High	39.19% (Target 40.96%)	62.16%	10.81%	13.51%	13.51%
	EL Program iReady Analyzing iReady results for ELA and Math, it appears that we have a high percentage of EL students increasing their overall diagnostics scores from fall to spring.					

EL Program iReady 2024-25

Elem - EL - Diag 1															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTES	46%	43%	8%	3%		NTES	46%	54%	0%	0%					
STES	39%	52%	9%	0%		STES	51%	49%	0%	0%					
Elem - EL - Diag 2															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTES	33%	41%	16%	9%		NTES	33%	56%	9%	2%					
STES	25%	62%	10%	3%		STES	26%	65%	8%	1%					
Elem - EL - Diag 3															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTES	22%	42%	22%	14%		NTES	26%	38%	22%	14%					
STES	20%	45%	25%	10%		STES	16%	65%	8%	11%					
MS - EL - Diag 1															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTMS	77%	17%	4%	2%		NTMS	63%	23%	10%	4%					
STMS	52%	30%	15%	3%		STMS	56%	30%	7%	7%					
MS - EL - Diag 2															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTMS	64%	21%	6%	9%		NTMS	42%	30%	15%	13%					
STMS	45%	33%	11%	11%		STMS	37%	52%	4%	7%					
MS - EL - Diag 3															
Reading	L1	L2	L3	L4		Math	L1	L2	L3	L4					
NTMS	60%	25%	8%	7%		NTMS	28%	32%	21%	19%					
STMS	40%	33%	20%	7%		STMS	24%	41%	28%	7%					

Tattnall has begun to have more EL students to enroll in work based learning, dual enrollment and honor/AP classes. In FY 2024-2025, Tattnall County High School had 53 migrant students.

Advanced Classes	Total Segments/Classes	Total ESOL Students Participation
Work Based Learning Segments	4 segments	1
Dual Enrollment	18 College Classes	8
Honors/AP	3 Classes	2

What demographic data did you use?	Poverty rates Graduation Rate TKES/LKES ratings # of staff exiting the system by reason for exit # of teachers teaching out of field # of new teachers # hits on website # times used autodialer # remind 101 sent out # dojo users sign in sheets for parent meetings # parents on School FB sites. Student demographics 2023-2024 Student mobility rate 2023-2024 Directly certified (includes SNAP, TANF, Homeless, Unaccompanied
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	Youth,) Foster and Migrant 2023-2024 Program Enrollment 2023-2024 FTE and Student Record reports Financial Efficiency Star Rating Per Pupil Expenditures 2023-2024 Per Pupil Expenditure Percentile 2023-2024
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What does the demographic data tell you?	Population subgroups, student mobility rate, Directly Certified students, and special education groups remain barely changed from previous year, but the needs of our students have grown substantially. The majority of our students are economically disadvantaged and meet CEP guidelines of students living in poverty with all schools in the district serving free breakfast and lunch to all students. Program enrollment for remedial, and alternative services indicates a minor shift in improvement as measured by fewer students enrolled for additional services. Tattnall's financial efficiency rating remains high. Per pupil expenditures in 2022 was \$13,197, in 2023 was \$12,994.60 and in 2024 was \$12,714.76. The district remains rural without a diverse economy and lacking a modern infrastructure to attract newcomers and potential employees, especially teachers with specific content certification. Trend data indicate the student population will remain fairly constant without significant growth or subgroup change. Additional remedial and early intervention services currently offered will continue to be needed. Services to address poverty may need to increase as the cost of living increases and employment opportunities with high wages remain low. Alternate pathways for graduation may be considered to decrease dropout rate. Dual enrollment has greatly increased and is a factor in graduation success. Transportation costs will remain a local budget obstacle because of the outlying living areas, increase of gas prices, and rezoning of students for the new schools. Hiring bus drivers remains a challenge, even though new buses have been added to the fleet. Over 78% of Tattnall students are eligible for free/reduced lunches. Our mobility status is 14%. Subgroups are shifting with an increase in Hispanic students. Our top 4 subgroups are White (48%), Black (23%), Hispanic (23%) and Students with Disabilities (15.5%). Positive behavior management strategies and positive feedback have proven effective for most subgroups. 18% of OSS incidents in FY23 came from vapes, 21% in FY24, and 26% in FY25. Vapes continues to be an issue in the schools. The number of special education students have increased from 544 in FY24 to 563 in FY25. This increase shows that our child find procedures are working. Hiring teachers who are certified in specific disability categories remains a challenge. CEP, which allows every child to eat breakfast and lunch free, greatly
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benefits our students nutritionally and also allows for additional grant funds. Improving daily attendance is an area for needed improvement. Our schools remain safe as reported in the unsafe school report. More emphasis could be applied to our gifted student population along with an effort to increase the number of gifted certified staff. Home internet access has increased due to the national and state initiatives to place broadband services in rural areas. The Affordable Connectivity Program provides low cost internet home access. Students are allowed to checkout devices for homework and extending learning activities. Tattnall County's graduation rate has increased from 2017 through 2020. The graduation rate in 2021 was 88.3% which was a decrease compared to 2020 rate of 89.2%. The graduation rate in 2022 was 92.2% which was a significant increase from 88.3% the previous year. The Georgia graduation rate was 90.5% in 2023 and 91.5% in 2024. In 2023, there was a slight decrease from 92.2% to 90.5% while 2024 graduation rates were increased. In 2024, there was a slight decrease in the black subgroup, while all of the other subgroups increased. The CCRPI target rate was 90%. Despite fluctuations, the overall trend seems to show relatively stable graduation rates over the five-year period. Hope eligibility for Tattnall students in 2024 was 50.4% and 45.2% in 2023.

For FY24, Tattnall employed 587 FTE total employees compared to 598 for FY23. In FY25, Tattnall had 577 active employees (certified employees - 337 / classified employees - 240) and 313 total employees reported for T&E.

For FY25, Tattnall had 240 new staff members. According to the Exit survey, most of the staff who ended their employment with the Tattnall County School System left due to retirement, family, pursue new professional opportunity, dissatisfaction with Tattnall, rate of pay, and better opportunity for growth as reasons for leaving the school system. Parent surveys indicate they prefer digital communications. Parents prefer digital communications through text messages (Dojo, Remind 101). They prefer texts, email, Dojo, Remind 101, and Power School, so they can have information at their fingertips. Some parents report using the website but not as many. Many now rely on school and district authored Facebook pages. Information on mobile devices, mostly phones, is preferred. School and district information is widely published through text messaging, email, Dojo, Remind 101, Parent Portal, website posts, Facebook, and other social media posts to ensure that communications are available to all parents and media outlets. Voice phone calls are also automated for some news briefs. Class Dojo is used at the elementary schools with STES (1,780), and NTES (1,019) parent users. Remind is used at 4 schools with NTES (327), NTMS (135,914), STMS (254), and TCHS (507 parents/604 students - various extracurricular activities and content areas). Facebook is used at all schools with STES (1,046), NTES (1,000), NTMS (2.8K), STMS (1.7K), and TCHS (4,900 - various activities). Auto dialer was used at STES (7,024), NTES (6,438), NTMS (4,097), STMS (3,649), TCHS (25,570) and BOE (598). Remind will be replaced with Dojo in FY26 to standardize across the district.

- Persons in poverty in Tattnall County - 25.7% - 1.7% increase (State poverty - 14%)
- Median household income in 2023 was \$52,351 (previous year was \$44,225)

- Children under 18 in poverty is 20.2%
- 4% are migrants
- 9% of students are Limited English Learners
- 15.4% of students are served in special education programs
- Early intervention program serves 1,923 students in grades K-5
- 4.7% are served in the gifted program
- 7.7% of students required a 504 plan (2% increase)
- FTE decreased to 3,345 in FY24 from 3,452 in FY23 (107 FTE decrease)
- Tattnall's per pupil expenditure 2018-2019 was \$8,926.54, 2019-2020 was \$9,414.77, 2020-2021 was \$10,418.95, and 2021-2022 was \$13,196.87 which is an increase from previous three years. In 2022-2023, it was 12,994.60 and \$12,714.76 in 2023-2024.
- Tattnall's financial efficiency star rating is better than the state average
- Average daily attendance is 94% for 2023 and 94.9% for 2024. Students absent more than 10% of enrolled days was 21.8% in 2023 and 19.9% in 2024.
- District reported as Safe in the Unsafe School Report for 2025
- Households with a computer is 87.5% compared to Georgia's 95%
- All students have access to classroom computers, primarily Chromebooks
- Households with broadband internet access is 79% compared to Georgia's 84%
- All areas of the school have high speed wireless internet access
- FY24 OSS resulted in 347 incidents, while FY25 had 308 incidents of OSS. OSS incidents have decreased overall, but Vapes continue to be an issue.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Tattnall County has a good system in place to provide teachers with tools and information to implement a guaranteed and viable curriculum. In the past some weaknesses were noted in the actual implementation and monitoring of the implementation at the school level, perhaps because of a break-down in communication. This break-down may be due to limited personnel at both the district and school levels. There is only one curriculum director for all grade levels and subjects. There has only been one person (academic coach) at each school for all grade levels and subjects prior to FY 2024-2025. The district added an additional academic coach at both of the elementary schools so that there are two coaches; however there may still be some inconsistencies in the actual implementation of curriculum and follow-up monitoring of implementation at each school. In FY23, a District Curriculum Team was formed through an application process in an effort to evaluate ELA curriculum options for elementary schools in the district. The team met multiple times evaluating a variety of curriculum options using a rubric from The Reading League. The teams narrowed down curriculum options to the top two choices. The team then visited schools in our RESA district that were currently using the materials. Through discussion and voting, the team determined to use Amplify CKLA reading curriculum for the upcoming FY24 school year. As a result of HB307, Tattnall County Schools elected to continue to use Amplify CKLA for K-5 ELA/Reading and bundle with 95 Percent Phonics in order to meet the qualifications within State Board Rule 160-4-2-.40 in FY26. As a result of new standards in math and ELA, as well as multiple staff changes at both NTES/STES and NTMS/STMS, it has become apparent that additional district level work is needed in order to ensure that all students are receiving equivalent instruction, content that is paced for mastery, and district common assessments which can promote rich conversation concerning why student mastery occurred or did not. In short, we must know what students do not know yet in order to close gaps prior to GMAS. Likewise, we sell ourselves short when content is not paced in order to cover all standards. Data from lesson plans and GMAS results show that in some content areas, 15-20% of the course was not taught or under-taught due to lingering in favorite standards or inefficient use of time. Tattnall County School district will continue to engage in curriculum committees which will meet quarterly at the district office (teacher
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Strengths and Challenges Based on Trends and Patterns

	leaders in each grade level and content area) in order to develop pacing guides, curriculum maps, and common assessments to be used at both north and south schools concurrently. As a result of the change in math standards, Eureka2 has exposed a few gaps between the national curriculum (albeit quality) and the requirements within Georgia's state standards. In turn, curriculum committees are engaged in finding areas where Eureka2 "over-teaches" content and others where it under teaches. Content from GaDOE Inspire or iReady Toolbox is then used to fill in these gaps. Acadience (ALO) assessments are used in K-5 with data being analyzed in GLMs three times annually at fall, winter, and spring benchmarks. iReady assessments in third through eighth grades and STAR assessments in ninth through eleventh grade will be used as needed. Principals and academic coaches work with the teachers within their schools to track data, identify trends and discuss areas of concern for improvement. A lesson plan template was created and used consistently in all of the schools throughout the district. The lesson plans are uploaded in Google each week. During TKES observations, the school level observer ensures that standards, learning targets, assessments, and research based strategies and activities are relevant and rigorous to enhance student learning. As differentiation learning is observed, it is noted on the TKES observation. Data assessments are used to address individual student needs through intervention and small group DI instruction. Standards mastery instruction has increased, and there is a strong focus on learning targets in every lesson which is noted on the lesson plans. During collaborative planning time through grade level meetings, PLC meetings, and data team meetings, teachers and administrators are actively drilling down in the data to use the information to guide instruction in the classrooms. The district educational data analyst has worked collaboratively with the school leaders this year in analyzing and using academic data to impact instruction for all students. The MTSS intervention process continues to improve. MTSS intervention provides instruction for all areas of reading, math, and behavior. An extended learning time or similar approach has been established in order to provide leveled interventions. Tier 2 and SST meetings are held to analyze the data and help determine next steps for interventions. Continued learning and work is needed in implementing the MTSS process to increase basic reading and math skills. 95 Percent Phonics also has Tier 2 (phonics Library and Tier 3 (CHIP Kit). Teachers are setting individual goals with students based on data and holding student and teacher conferences to review the goals and how to reach them. The data is discussed directly with the student so that the student can have ownership in process. Students need to continue to be involved in goal setting and ways to reach the goal. School leaders and staff are provided many opportunities throughout the year for professional learning opportunities to enhance their skills
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Strengths and Challenges Based on Trends and Patterns

	as educational professionals at the district and school level. The new teacher cohort attends our new teacher academy each year to participate in many professional development topics. Professional learning will be provided on 95 Percent in K-5. FDRESA opportunities will be maximized to provide professional learning for new ELA standards and other content areas, as available, to include travel and applicable registrations. FDRESA often partners with other RESAs for a fee to provide more elaborate professional learning they are unable to provide locally.
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Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	There is an established culture, fostered by leadership, that is consistent with our system's purpose and direction to lead to students being successful and productive citizens. The district and school administration team has a district wide expectation that all personnel maintain high standards and expectations of holding students accountable in all courses of study. The governing board ensures that the school administrators and teachers have what they need to achieve the the goals and effectively manage day-to day operations. Leaders are well trained in TKES/LKES and have a firm understanding of the indicators of effective instructional practices within each standard. There is collaboration and buy-in of all leaders and much sharing is done at the DLT and Central Office meetings. TKES observations are conducted by the district and school leaders. Leaders are committed to observing in classrooms and providing constructive commentary to help teachers improve. Leaders are also present in school level PLC meetings to discuss student achievement data, rigorous standards-based instruction, and effective use of instructional time. Each school has a leadership team. Leadership teams consist of administrators and staff from all grades and content areas. Team meetings are held to discuss important topics and guidance of the schoolwide improvement goals. The leadership team then shares back information with the rest of the staff. The district educational data analyst worked collaboratively with the school leaders and data teams in analyzing and using academic data to impact instruction for all students throughout the school year. This work has helped school leaders and teachers better understand their students' learning abilities and challenges. By analyzing data, we have been able to identify factors such as poverty, pre-k programs, behavior, attendance, student engagement and parent involvement and how they can impact achievement gaps. Data analysis has been helpful in understanding where students are in relation to the expected curriculum standards and identifying the focus for professional development for teachers. Some areas for needed focus based are guiding teachers in instructional planning to include more rigor in daily lessons. School leaders have been trained to provide feedback to teachers in order to
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Strengths and Challenges Based on Trends and Patterns

	improve effective teaching, thus improving instruction. During TKES observations, the district and school level observer ensures that standards, learning targets, assessments, and research based strategies and activities are relevant and rigorous to enhance student learning. As differentiation learning is observed, it is noted on the TKES observation. Feedback is provided on the TKES observation and communicated with the teacher as well as additional support as needed.
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Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The district and school staff members did an excellent job of setting professional learning goals based on data and participating in professional growth activities in order to transfer the new knowledge into practice. School leaders monitored and evaluated the application of professional learning for individual staff members through use of a rubric. Professional learning continues to be the key to increasing teacher efficacy and increasing student success across all grade levels and content areas. The new teacher academy has proven to be beneficial to new teachers and the support from the mentor teacher that is assigned to each teacher for the first year. Professional learning is offered from the district as well as the individual schools based on needs. For FY 24 and FY25, Tattnall County School System staff have been afforded many opportunities for professional learning so far this year. Some of the professional learning have included Amplify training, 95 Percent training for all elementary K-5 teachers, MTSS training, iReady training for elementary and middle school staff, GOSA through the Growing Readers partnership for elementary schools, 1st District RESA consultants support for specific content areas, RCA visits, PBIS, WIDA Modules, Crisis Prevention Intervention, Systemwide Special Education Policy and Procedures training, LAMP Speech, Classworks Progress Monitoring training, Unique Curriculum for Alternate Curriculum, Touch Math, ASPIRE Student Lead IEP training, Poverty, Trauma 101, YMHFA Youth Mental Health First Aid, classroom management, in house Google training, LETRS, para, Eureka Math2, Homeless Education training, co-teaching training GLRS SDI Training for Inclusion SPED teachers, SSP Migrant Resign training, GaDOE Migrant SSP Onboard Training, Migrant MSIX training, Migrant Education Program ID&R training, ESOL Teacher GaDOE Student Growth Report training, ESOL Teacher WIDA ACCESS Screener Trainings, ESOL GaDOE Munch and Learns, AP book studies, principal book studies, Brian Buffington technology training, AI technology trainings, GaDOE Suitcase training, tribunal training, TKES/LKES training, Safe Schools training, PowerSchool Health Management nurse training, Narcan Online nurse training, Check & Connect Mentor training, FDRESA Counselor Collaboratives, McKinney-Vento Homeless training, Poverty Stimulation, New Teacher Academy, West GA Modules, Weekly WIDA Wednesday Newsletters, Weekly Tech Tuesday Newsletters, Cybersecurity Awareness, Standardized Testing Security training, INSPIRE training, AI training,
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Strengths and Challenges Based on Trends and Patterns

	and literacy. Pre-K teacher had training in pre-literacy skills and how to incorporate literacy into daily routines. FDRESA opportunities will be maximized to provide professional learning for new ELA standards and other content areas, as available, to include travel and applicable registrations. FDRESA often partners with other RESAs for a fee to provide more elaborate professional learning they are unable to provide locally. Regarding district and/or school wide professional learning, trends indicate that there is a need to assess the impact of the professional learning on staff practices and student achievement. The need is being addressed through coaching and classroom observations. The district has employed two academic coaches at both elementary schools and one academic coach at each middle school and the high school. The academic coach provides support to teachers. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum to meet the needs of all students and how to engage families in academics and provide families support and resources. Multiple instructional strategies and processes are shared with the teachers in grade/department level meetings, PLC meetings, and professional development. Trends which assist our district in identifying teacher needs relates to the fact that there is a significant increase of teachers employed in the district who have entered the professional through alternative preparation programs and thus do not initially have the training of traditional teachers. Trends indicate that alternative preparation candidates do not demonstrate professional knowledge in the areas of instructional planning, effective teaching strategies, and creation of positive learning environments. Our district seeks to provide needed support through the New Teacher Academy and through the use of Professional Development Plans for individual teachers with need. In recent years, the district has experienced major unpredictability in the number of qualified applicants for teaching positions. At times, we've received a high volume of applications, while during economic downturns, some vacancies received no applicants at all. During the height of the economic struggle, turnover was minimal. Now that the economy has improved, we typically see 25-35 vacancies each year. Schools continue to partner with several colleges to place student teachers in our classrooms, and many of these students go onto work in our district. For example, Tattnall County High School offers an Early Childhood Education program that allows high school students to complete coursework and hands-on practicum experiences. In a school year, there are around 60 students that take part in this CTAE pathway. We encourage graduates pursuing careers in education to return and work in our schools. Human Resources conducts an exit survey and provides ongoing support to new teachers throughout the year, especially regarding certification and payroll. Survey data shows most staff departures are due to retirement or better opportunities for growth. Our focus is to hire teachers certified in their
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Strengths and Challenges Based on Trends and Patterns

	subject areas, knowledgeable in their field, and capable of raising student achievement. Retaining strong teachers leads to higher academic performance, improved instructional practices, and stronger mentorship for new staff. The district also prioritizes ongoing development, encouraging our educators to build skills in high-need content areas such as reading, gifted education, and ESOL. Another trend/pattern that continues to be an issue in the Special Education department is vacancies almost always have to be filled with individuals who take the GACE and/or enroll in the GATAPP program to become qualified to fill a special education vacancy. We continue to find that this is a difficult area to fill positions. FY25 special education professional development will include specially designed instruction training and implementation at all schools. Special education teachers will also participate in district wide training to review policies and procedures, as well as, reviewing the implementation manual. Classworks and Goalbook training will also be provided to the special education teachers as well as Texthelp. Teachers selected by the administration will attend a Crisis Prevention Intervention training to gain insight on how to de-escalate situations with students. Special Education teachers that administer the Georgia Alternate Assessment will be trained in administering the test and updates to the 1% rule. The small group teachers will also receive training in the following curriculum areas: N2Y (News 2 You) Unique Curriculum, Touchmath, and Ascend Smarter Intervention. The speech teachers will attend additional training in using the LAMP system for their students. They have been provided iPads to use this system. Some of our special education teachers will attend Multisensory reading training and LETRS. Since the inception of TKES/LKES, the district has established and implemented processes that ensure fidelity of implementation including analysis of teacher and leader effectiveness and have provided technical assistance for improvement in areas of need. All certified staff develops a professional growth goal which is placed on the TKES/LKES platform. The goals are monitored throughout the school year.
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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?	Migrant families are staying in this area longer. They are involved as much as they can but cannot attend events often due to work schedules. Many of our parents are still hesitant to attend in person events due to legal related issues. Some who are not legal do not want to get caught driving. Current farming trends are using more machines and less migrant workers. TCHS and middle school soccer teams showed that migrant parents welcome involvement activities. In spring of FY23, the soccer team won the state championship after only 5 years with a team. This even brought out the community and migrant families in celebration of the soccer team. Parents signed up to work concessions and attended events during onion season. Many Hispanic (including Migrant families) still offer to bring homemade items to sell at
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Strengths and Challenges Based on Trends and Patterns

	the games. These are always a big hit. This afforded leadership opportunities to both parents and students. Our current PAC President is very willing to do anything it takes to get parents involved. She speaks at each PAC meeting and promotes and encourages parent to become more involved in their child's education. She was elected and continues to serve as the Georgia State PAC Secretary. She has new ideas to try to pull migrant parents into the education process. Our contracted lead recruiter reaches out to our migrant families and OSY/DO/EXITO students that he serves and helps keep them involved. He has a flexible schedule which allows him to work on Saturdays, Sundays, and late evenings during the week. Once a year, we have a combined Migrant/EL parent meeting. A translator for the county is available for translating services during the meeting. During this meeting, the East Georgia Mobile Lab comes and offers medical assistance. The school nurse gives vision (using the spot vision equipment funded by CARES II) and hearing screenings. A registrar is in attendance to help parents sign up for Parent Portal in PowerSchool so they have immediate access to their child's grades and attendance. We also have representatives from Reidsville Headstart, Telamon (Kiddie Kastle), Telamon (Toombs County), Tattnall County Pre-Kindergarten Program, kindergarten registration, Tattnall County School's System Homeless liaison for the Homeless McKinney-Vento, and individual schools handing out important information such as homework tips, literacy tips, technology resources and GMAS information. This meeting always draws a crowd and is welcome by the parents to provide these resources. Community resource packs are available at each PAC meeting and any EL Parent meetings held throughout the year. This packet has useful information about local and surrounding agencies with contact information. The community resource packets are in English and Spanish. They are also available at each school and posted on the district's and each school's website for easy access. Three PAC meetings (Migrant) were held that incorporated Literacy, technology and GMAS events. Books were handed out at all three PAC meetings and was funded by our LG4A Grant. During the PAC meeting, we provide service learning to the parents and students of ways to increase language and literacy strategies and activities in the home utilizing the children's language. The books will allow for parents to promote reading at the home level. Our objective is to get books into all houses in our county. Children raised in homes that promote family literacy grow up to be better readers and perform better academically in school than children raised where literacy is not promoted. We send home monthly Parent Communication to both EL and Migrant parents. It is in English, Spanish and Haitian. Along with this, we have started a EL/Migrant online newsletter. Parents were given the QR code so they can log in each month for updates. We share useful sites, information and recognize students. We also have an EL/ESOL link on the district/school web page for parents to access for EL/ESOL information. We also have a Migrant link. It provides all things Migrant
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Strengths and Challenges Based on Trends and Patterns

	and offers a wide variety of parent and teacher academic and community resources. One of our past ESOL teachers and now an assistant principal has spearheaded a community event since September 17, 2022 for the Hispanic Heritage Month celebration and continued it each year. The event continues to be a huge success with over hundreds of people in attendance. It is a Hispanic Heritage Event where schools and other community members were invited to participate. It features folkloric student performances, music, student artwork, and a social gathering with plenty of authentic food. This event has many local and surrounding community booths available that provides information and resources for the families in attendance. Children receive books funded through the L4GA Grant. Other parent and family engagement events are held at each school throughout the year that include migrant and EL families with specific activities geared toward these two groups. We have an EL Parent Meeting each year in order to explain Rosetta Stone/Imagine Learning and how to utilize it at home. Since English Language Acquisition is our goal, this allows us to make this more successful. We plan to continue to provide at least 3 EL parent meetings (District wide), similar to the 3 Migrant PAC meetings that we also provide. Tattnall County has a translator on staff so that we can send home documents in both Spanish and English. The translator is available to translate documents for anyone who needs help as well as help with Social Media posts. All schools have a bilingual person on staff (Spanish and English). There are 4 Migrant SSPs and 1 ESOL teacher who meet these criteria this year, we have seen more Haitian Creole students enroll at the High School and the southern end of the county. These needs are continuing to be addressed. All schools actively seek ways to involve the community and parents. Continued use of technology accessibility is preferred according to parent surveys. Parents prefer Class Dojo, email, Power School, District/School Facebook sites, and Remind 101 which provides important and current information at their fingertips. Some used the websites to access information. Many of the schools continue to send home monthly newsletters and post them on their school websites/social media/Class Dojo/Remind. All schools have special nights or meetings/events with relevant learning activities to involve the parents/guardians and students such as parent, student and teacher conferences, open houses, grade nights, STEM/STEAM night, Tattnall Night of the Arts, math and science night, social studies night, literacy night, GMAS night, student transition parent meeting night, PTO/PTA meetings, BOE meetings, Annual Title I Parent meeting, CNA/School Improvement meeting, District CNA meeting, PAC meetings, EL parent meetings, school council meetings, REACH parent meeting, senior parent night, financial aid parent night, career pathway meeting, dual enrollment meeting., and work based learning parent meeting. Our family engagement coordinator and family connection coordinator
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Strengths and Challenges Based on Trends and Patterns

	helps keep families involved as well as community partners. Students receive sport physicals each year at no cost from a community partner. The Greater Tattnall Chamber of Commerce has a Tattnall Chamber Junior and Senior Board which consists of high school junior and senior students. They work together to improve Tattnall County through government and civic involvement. They attend monthly junior and senior board meetings, city and county council meetings, participate in civic projects and tour businesses throughout the county. The monthly meetings are designed to inform and educate the members regarding our local governments, the obstacles facing business owners and the importance of participating and giving back to one's community. Surrounding churches and food banks provide food for the Backpack Buddies to send home with needy students for the weekend. Our school district collaboratively works with the community initiative to hold a Back to School Extravaganza at the high school each July for all families with students in the Tattnall County School System. This event provides students and families with school backpacks filled with school supplies, sack lunch, and hygiene products at no cost, While many events and strategies are used to encourage family engagement, we realize that as a district that we still have a need to increase parent and family participation. We do recognize that all parent engagement does not have to be on the school grounds. Through technology, many parents feel updated and connected to all aspects of their student's school experience. In our district, School Messenger is utilized to send important messages to parents/guardians. As a district, we will continue to improve communication and encourage them to attend events. Input surveys are conducted throughout the year by individual schools and the district to seek feedback from stakeholders. Parents are willing to take on leadership roles and volunteer in schools. Parents supported telehealth, school nurse help, audiology van visits, health van, and Help A Child Smile when they were given information beforehand. Federal programs - emphasis on having meaningful parent meetings and events - with an emphasis on increasing student achievement. Our Family Engagement Coordinator can help us with this as we focus on FY2025-2026. Trends/Patterns - continue the increased use of technology for communication of information, need for parent meetings and events to contain information to help improve student achievement, need for parent information to be presented in many different formats, and need for meetings at varying times of days to fit into parent schedules.
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Strengths and Challenges Based on Trends and Patterns

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?	Overall, trends seem to indicate that our district provides a supportive learning environment for students based on student and parent perception data. We have many programs in place to support students and are making better attempts to determine their effectiveness by using walkthrough data and formative and summative student achievement data. Individual student needs are also being addressed during differentiated instruction in small groups, MTSS, migrant SSP support, ESOL teacher support, and special education program. The Consolidation of Migrant funds has allowed us to combine federal funds and offer all students (including migrant) at each school additional tutoring opportunities. Additional student supports to address learning loss for FY25 were provided through migrant in-home summer tutoring, after school tutoring, high frequency tutoring, MTSS intervention support teachers, EIP teachers, credit recovery, and intervention time scheduled in the master schedules. As a district, we make sure that staff and students are afforded a safe, orderly, and productive learning environment. All schools in the district have an individualized safety plan and protocol which are practiced and updated yearly. In FY 2022-2023, ESSER III ARP funds were used to purchase CENTEGIX for each school to maximize, enhance, and protect learning time for students while keeping them safe. CENTEGIX enables all schools to improve preparedness and immediate response efforts discreetly through clear communication and direct location to incidents that impedes the learning process such as students displaying COVID symptoms, medical issues, mental health challenges, or any threat or concern surrounding behavioral outbursts. HALO was also purchased for the high school for improving and monitoring AQI while detecting vape usage too. Social emotional learning continues to be a priority in our district. All schools in the district implement social emotional learning with Jesse Lewis Choose Love. Lessons focus on understanding and managing emotions, maintaining positive relationships, and making responsible decisions. To target and provide support for at-risk students, all schools implement Check and Connect. Check and Connect mentors are used in the elementary, middle and high school to foster relationships and to provide timely interventions for disengaging from school due to poor attendance, behavioral issues, and/or low grades. We also have a district behavior specialist that helps in each of the schools to provide support. Students are able to receive services from the school counselor, mental health support from a mental health therapist at STES and STMS, and services from APEX Pineland Mental Health. PBIS implementation and alignment has been proven to show improvement in discipline by fostering positive behavior in our students. We will continue to implement the PBIS program with fidelity. All teachers will continue to receive a refresher training and new teachers will be trained on PBIS. MTSS teams have been established at each school. MTSS teams will review and use data to progress monitor intervention and effectiveness and address systems barriers to implementation. Tattnall employs a nurse at all schools. The nurses are able to support
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Strengths and Challenges Based on Trends and Patterns

	students and families by helping them get access to health care providers and educate families on available services. The nurse can perform an early vision and hearing screener. The nurse also dispenses medication as needed. The nurse organizes free dental care through the Help A Child Smile dental bus and a flu vaccination clinic with the local health department. Telehealth is also an option for acute healthcare needs. Scoliosis screenings are coordinated with the local health department and provided at the middle schools. ESSER II funding has allowed the school district to add equipment to the school nutrition program to aid in delivery of meals for breakfast and lunch to classrooms due to COVID restrictions for social distancing as needed and purchase generators for schools to ensure that servers and freezers used for schools during possible shut downs are backed up. It has also allowed us to purchase buses for transportation for social distancing and after school and summer school supplemental programs. The buses have been equipped with GPS and camera systems to help with contact tracing, medical emergencies and safety. Four modular classrooms were added to TCHS to aid in social distancing and a PA system to each school that has helped with social distancing through the ESSER II funds. Many extracurricular activities are offered to encourage students to be vested and connected to the school in ways other than academics. Club meetings are held before, during and after school and many of the clubs offer scholarships that students can apply for to further their education. There is a variety of sports that students can become involved in if interested. Professional learning for leaders, teachers, and support staff is crucial to providing a supportive learning environment for our students. All staff continue to receive training on poverty each year. Through the security grants, updates have been made to school cameras, radios, exterior doors, and mental health therapist for the FY 2025-2026 school year.
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The Tattnall County School district is located in rural south Georgia. Included are two new elementary school facilities that opened in FY 2022-2023 (pre-kindergarten through 5th grade), two middle school facilities (6th through 8th grade), and one consolidated high school facility (9th through 12th grade). Due to the poverty level of our families, all of the schools qualify for the Certified Eligibility Program (CEP) which provides a free breakfast and lunch each day for every student. Persons in poverty in Tattnall County is 25.7% which is significantly higher than the State poverty rate of 13.6%. The poverty level contributes to many barriers in support of students outside of the school. The number of students living in poverty and dysfunctional families is increasing, which thus requires the need for more social-emotional student services and training for teachers. Tattnall's average expenditure per student for 2022 was \$13,197, 2023 was \$12,994.60 and 2024 was \$12,714.76. The low tax base and the continued lack of industry and few higher wage earning jobs negatively
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Strengths and Challenges Based on Trends and Patterns

	affect the local share contribution. Over time, higher millage may be needed as well as higher SPLOST contributions. To decrease the drop-out rate, we will need to continue remedial education opportunities at all levels and credit recovery at the high school. Coastal Plains is now at the high school for students needing another route for high school graduation. Small class sizes and additional teachers require more funds directed to salaries and benefits. Literacy supports, including technology devices, software, and safe internet access, are needed to increase literacy opportunities which will increase the number of students reading on grade level. Investing in more technology and staff technology training would positively affect all learners and academic achievement. More student engagement occurs when students use technology in class. Attention to AI should be studied and training continued to stay abreast of its impact on education. Increasing safe school requirements may require a greater financial commitment. In FY23 the School Security Grant was used to add additional cameras inside and outside at NTES, STES and TCHS, gate at NTES and fencing at STES and TCHS. Funds from the ESSER III REI Safety Grant were used to replace doors at the high school in FY24. The school district has also been awarded additional funds for school security needs and enhancements in FY25. The minority student population would benefit from hiring more minority and bilingual role models as teachers and leaders. To better utilize our limited revenues, leader training is needed on scheduling students to maximize FTE funding while protecting the best teaching and learning settings. FTE Funding training for leaders was held in March 2024. Leaders will continue to be informed of FTE funding. In FY26, Tattnall will begin phasing leaders through the GSSA Finance and Budgeting cohort. Consolidation of EL and migrant funds have helped us to meet the needs of the growing migrant and EL populations by offering additional academic support services at each school. STEM/STEAM and other advanced programs to meet the needed rigorous preparation for college readiness are needed. Computer Science courses are now mandated, so attention must continue to be given to implementing a curriculum, purchase resources, and hire certified staff. Enrichment programs would also benefit the gifted students. Reliance on technology for all school operations and curriculum content requires financial resources for staffing, infrastructure, access, digital content, and training. The COVID pandemic for FY21 and FY22 taught our district how critical our reliance on solid technology impacts learning. More than ever we recognized the need to offer virtual learning to some of our students and families. Software and technology devices are needed to support both on and off-campus instruction and professional learning for staff to support all teaching methods. ESSER funding boosted the technology inventory and has made a positive
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Strengths and Challenges Based on Trends and Patterns

	impact on teaching and learning. However, devices must be replaced to ensure all students have fully operational learning tools and devices that meet the rigorous requirements of new instructional applications. The equipment is used daily in each school to continue to address learning loss through instruction and for assessments. Additional funds are needed to purchase and implement tighter data security measures.
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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?	Acadience Data FY24 Acadience (Fall to Spring improvements/regression - increasing targets BOY, MOY, EOY) ● K: -3% well below grade level, -4% below grade level ● 1st: +6% at or above grade level ● 2nd: -7% at or above grade level ● 3rd: -4% at or above grade level ● 4th: +2 at or above grade level, -8% below grade level ● 5th: +11% at or above grade level Growth Measure Data FY24 Growth Measure (BOY to EOY - same grade level target throughout the year) ● NTES: 64% reduction in two more or more grade levels below, 73% increase in grade level or above ● STES: 28% increase in grade level or above, 21% decrease in one or more grade levels below ● NTMS: 37% increase in grade level or above, 14% decrease in one or more grade levels below ● STMS: 3% increase in grade level or above, 2% increase in one or more grade levels below ● TCHS: 15% increase in grade level or above, 4% decrease in one or more grade levels below iReady Data Below are tables showing percentages of growth from the beginning of the 2024-25 year until the end of the year in grades K-8 in iReady reading and math. The FY25 spring iReady reading data showed that 28% of students were at mid or above grade level while the fall data showed only 9% were mid or above. From 24 Fall to 25 Spring, the data showed an increase from 15% to 21% for early on grade level. The percentages for one grade level below, two grade levels below and three or more grade levels below continued to decrease from FY24 Fall to FY25 Spring in reading scores. The FY25 Spring iReady math data showed that 25% of students were at mid or above grade level while the 24 Fall data showed only 4% were mid or above. From FY Fall to FY25 Spring, the data showed an increase from 11% to 23% for early on grade level. The percentages for one grade level below, two grade levels below and three or more grade levels below continued to decrease from 24 Fall to 25 Spring in math scores. Reading:
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Strengths and Challenges Based on Trends and Patterns

	Benchmark	3 or more gr. Below	2 gr. Below	1 gr. Below	Early on gr. Level	Mid or above gr. Level
	Fall 2024	18%	17%	41%	15%	9%
	Spring 2025	11%	19%	31%	21%	28%
	Math:					
	Benchmark	3 or more gr. Below	2 gr. Below	1 gr. Below	Early on gr. Level	Mid or above gr. Level
	Fall 2024	15%	20%	49%	11%	4%
	Spring 2025	7%	8%	37%	23%	25%
	GMAS EOG/EOC Data (Preliminary)					
	Reading Status					
	FY24 reading status that is based on student performance on the reading and vocabulary subset items on the ELA assessment on grade level or above are 3rd grade (district 54%/state 64%), 4th grade (district 45%/state 56%), 5th grade (district 68%/state 72%), 6th grade (district 52%/state 59%), 7th grade (district 62%/state 68%), and 8th grade (district 59%/state 72%).					
	FY23 reading status that is based on student performance on the reading and vocabulary subset items on the ELA assessment on grade level or above are 3rd grade (district 58%/state 66%), 4th grade (district 55%/state 57%), 5th grade (district 57%/state 69%), 6th grade (district 47%/state 56%), 7th grade (district 54%/state 71%), and 8th grade (district 67%/state 71%), American Literature and Comp (district 58% / state 67%).					
	FY25 GMAS District Data (Preliminary) - All Grades					
	ELA EOG (3rd-8th Grade)					
	Beginning - 38.00% Developing - 32.00% Proficient - 24.00% Distinguished - 6.00%					
	Math EOG (3rd-8th Grade)					
	Beginning - 23.00% Developing - 41.00% Proficient - 25.00% Distinguished - 11.00%					
	Science EOG (5th & 8th Grade)					
	Beginning - 40.00% Developing - 29.00% Proficient - 22.00% Distinguished - 4.2%					
	Social Studies (8th Grade)					
	Beginning - 37.2% Developing - 35.3% Proficient - 22.7% Distinguished - 9.00%					
	Coordinate Algebra EOC (8th Grade & High School)					
	Beginning - 34.40% Developing - 28.40% Proficient - 25.60% Distinguished - 11.60%					
	Biology EOC (8th Grade & High School)					
	Beginning - 27.60% Developing - 35.30% Proficient - 33.50% Distinguished - 3.70%					
	American Literature EOC (High School)					
	Beginning - 33.00% Developing - 37.60% Proficient - 26.20% Distinguished - 3.20%					
	US History EOC (High School)					

Strengths and Challenges Based on Trends and Patterns

	Beginning - 42.90% Developing - 31.80% Proficient - 21.20% Distinguished - 4.00% Physical Science (MS - EOG) Beginning 0.00% Developing - 55.00% Proficient - 30.00% Distinguished - 15.00% Georgia Milestones EOG Data Analysis: ELA –Preliminary FY25 ELA EOG data shows a 1.3% decrease in developing, proficient and distinguished learners over the FY24 EOG data. In FY25 the EL, SWD, Hispanic and black subgroups continued performing lower on GMAS EOG in ELA indicating a continued need for provision of support and interventions. MATH –Preliminary FY25 Math EOG data shows a .8% decrease in developing, proficient and distinguished learners over the FY24 EOG math data. In FY25, EL, SWD and black subgroups performed lower on GMAS EOG in Math indicating a need for support and interventions. Science –Preliminary FY25 Science EOG data shows a 9.9% increase in developing, proficient and distinguished learners over the FY24 EOG data. In FY25, the EL, SWD, Hispanic and black subgroups continue to have the highest percentage of beginning learner students on the EOG in Science. Social Studies –Preliminary FY25 SS EOG data shows a 3.8% decrease in developing, proficient and distinguished learners over the FY24 EOG data. In FY25, the EL, SWD and black subgroups have the highest percentage of beginning learners in EOG Social Studies. Student support services, EIP and MTSS/RtI continue to support and improve academics based on student needs. Students have had during school and/or after school tutoring opportunities to address deficiencies. L4GA grant has provided books for students to have at home to increase literacy. Elementary school schedules continue to meet required time to fully implement the Amplify curriculum for ELA/Reading, 95 Percent and Eureka Squared Math curriculum. Georgia Milestones EOC Data Analysis: American Literature –Preliminary FY25 American Literature EOC data shows a 1% increase in developing, proficient and distinguished learners over the FY24 EOC data. In FY 25, the EL, SWD and black subgroups performed lower on the GMAS EOC American Literature indicating a continued need for provision of support and interventions. Biology –Preliminary FY25 EOC Biology EOC data shows a 4.5% decrease in developing, proficient and distinguished learners over the FY24 EOC data. In FY25, the EL, SWD and black subgroups continue to have the highest percentage of beginning learner students. The high school continues use of block scheduling to allow additional instructional time. Algebra –Preliminary FY25 EOC Math assessment scores show a .6% decrease over FY24 EOC Math baseline scores. In FY25 the EL, SWD and black subgroups have the highest percentage of beginning learner students. US History –Preliminary FY25 EOC US History scores show a 28% increase in developing, proficient and distinguished learners over the FY24 EOC data. In FY25 the EL, SWD and black subgroups continue having the highest percentage of beginning learner students. Challenges for improvement include poverty level, literacy in the home, overcoming literacy and math deficits, and K-12 vocabulary, and writing. Although we see a positive trend in the percentage of students moving from beginning
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Strengths and Challenges Based on Trends and Patterns

	learning to developing, proficient and distinguished learning categories, the data shows that the district needs to continue to increase the percentage of students in the proficient and distinguished categories. Literacy and basic math computation skills continue to hinder students from making significant improvements in achievement. There are many processes in place to make improvements in the areas of academic, behavioral, social and career. Such processes include MTSS, PBIS, Choose Love lessons, extended learning time in scheduling, small group differentiated instruction, school tutoring, and summer school. Schools have data driven teams that meet to analyze data related to skills based on Georgia standards. Plans and goals for improvement are written and revisited often throughout the year. Teachers continue to receive professional development training throughout the school year.					
	ACCESS Data					
	Using ACCESS data, 10% of our EL population exited in 2023-2024. 11.16% of our population exited in 2022-2023. 19.2% of our population exited in 2021-2022. In 2020-2021, 9.2% exited and 2019-2020 11.2% exited. Tattnall has exited more than the state percentage each year.					
	CCRPI District Data (2023-2024) - Progress Toward English Language Proficiency					
	School	School Progress Toward English Language Proficiency	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
	Elementary	87.36% (Target 90%)	25.49%	16.09%	17.24%	41.38%
	Middle	71.97% (Target 70.65%)	36.59%	17.07%	12.20%	34.15%
High	39.19% (Target 40.96%)	62.16%	10.81%	13.51%	13.51%	
Graduation Rates						
Graduation rates have shown fluctuations over the years, with a peak in 2022 (92.24%) and a slight decline in 2023 (90.5%) compared to previous years. In 2024 Tattnall's graduation rate (91.5) increased and is still higher than the state rate (85.4%). Tattnall County's graduation rate has increased each year from 2018 through 2020. Tattnall saw a 1% decrease in FY21 graduation rate. Tattnall's graduation rate has been higher than the Georgia state rate each year even with the decrease in FY21. FY22 graduation rate was the highest at 92.2%. The Georgia graduation rate was 84.1%. Challenges for improvement include the academic challenges, attendance, financial hardship, student apathy, and limited family support. Tattnall continues to give students access to more resources, opportunities and support such as technology, career pathways, gifted classes, honor's and AP classes, dual enrollment, smaller class sizes, credit recovery, alternative school, Satellite Coastal on Campus, Battle Block, PBIS, after school tutoring, and the check and connect program to keep students on track.						
Students	2019	2020	2021	2022	2023	2024

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

All Students	88.69%	89.24%	88.33%	92.24%	90.5%	91.5%
Minority	90.74%	93.64%	87.69%	NA	NA	NA
American Indian/Alaskan Native	TFS	NA	NA	NA	TFS	TFS
Asian/Pacific Islander	TFS	TFS	NA	TFS	TFS	TFS
Black	94.23%	93.55%	87.5%	91.53%	90%	89.47%
Hispanic	87.5%	97.67%	90.2%	95.00%	93.75%	96.36%
Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS
White	86.73%	84.96%	88.98%	92.91%	89.26%	90%
Economically Disadvantaged	88.69%	89.24%	88.33%	92.24%	90.5%	91.5%
English Learners	TFS	TFS	TFS	TFS	TFS	TFS
Students with Disability	60.00%	70.83%	65.63%	76.00%	72.5%	77.14%
Hope Eligibility Tattnall had 115 (50.4%) of graduates that were eligible for HOPE in FY 2024. The percent of students eligible for HOPE has continued to increase each year.						

IDEA - Special Education

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

Strengths	More students in inclusion classes with teachers trained in effective strategies and specially designed instruction is a strength. We have a strong Pre School Intervention Program (PIP), at both elementary schools and an inclusion PreK teacher at the high school in the PreK program. We have the ASPIRE program which leads to compliant translation plans that help students understand what they would like to do after high school. Lead teachers at each school monitor IEPs for compliance. These lead teachers work closely with the student record clerks on FTE and student record submissions. We have Goalbook to help the teachers write compliant IEPs as well as to help with progress monitoring and specially designed instruction. We have a behavior
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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.

	specialist that helps with functional behavior assessments and helps write behavior intervention plans. For the FY 25 school year, we will have our own board certified behavior specialist to work with our students that require Applied Behavior Analysis (ABA).
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Challenges	We have a number of our special education teachers who have the certification to teach but special education was not their major in college. It often takes a while to train these teachers, and by the time we train them, they move out of special education. Parent participation also begins to drop in middle and high school. Mental health of our students is also a challenge.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Title IIA, and IVA funds are transferred into Title IA. These funds are then consolidated with state and local funds to provide flexibility in providing academic instruction to all students - including disadvantaged. Title IA parent engagement funds were consolidated in FY24, FY25 and will be consolidated in FY26. Summer school credit recovery was offered in FY25 and is also planned for the high school for FY26. The elementary, middle, and high schools offered high frequency tutoring or after school tutoring in the spring of FY25. Large percentage of teachers meeting professional qualifications as well as in-field status strengthen district's ability to insure equitable access to effective educators. Student Growth Percentiles data and TKES observations for all teachers assist schools in determining effectiveness of educators, as well as results of assessments, both local and state. Class size reduction has allowed more time for interventions, progress monitoring and differentiation in core academic areas. In FY22 and FY23, second grade through fifth grade ELA classrooms had a teacher and paraprofessional so that students had more support using ESSER III ARP funds. This was continued in FY24 using COF funds to allow for one para for grades 2nd-5th. In FY25, this was discontinued due to funding. Programs are utilized in core areas of math and reading that allow staff to focus on remediation/acceleration of students on individual basis and has allowed us to better address the needs of individual students in the classroom setting. In FY24, the elementary schools adopted a new ELA/Reading curriculum (Amplify), 95 Percent Phonics, and the new Eureka Squared Math curriculum to better
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I - Part A - Improving Academic Achievement of Disadvantaged

	support the students' academic needs. Technology, software, remedial classes including MTSS and EIP support, as well as funding for academic coaches have strengthened the academic experience of all students. An additional academic coach was added to both elementary schools in FY25. This has allowed more instructional support to teachers in implementing the new curriculums, new ELA and math standards as well as provide support to families to improve student achievement.
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Challenges	Many of our students continue to perform below state average in many areas. All schools continue to drill down and use the data to address individual student needs and offered remediation as well as enrichment. Tattnall's educational data analyst continues to work with each school in using academic data to impact instruction. One challenge we continue to face is identifying the grade levels in each school that contain the most academically challenged students. Another challenge is attracting and targeting the parents of these students with parent meeting content/topics that will help improve their child's academic performance. Identifying the effectiveness of software programs and reduced class size intervention with meaningful data is also difficult. Our district is striving to provide interventions and supports to address student learning loss and student performance deficits in reading and math with the funds available. These supports are occurring during the school day, after school tutoring, and summer school credit recovery to meet needs. It is a challenge to find enough teachers and support staff available to implement the extra support to address student needs due to the teacher shortage, funding, and teachers wanting more family time after school hours and during the summer.
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Title I, Part A - Foster Care

Strengths	There is a foster care plan in place that was developed by all stakeholders to address and ensure the needs of students who are under foster care are able to continue to receive a seamless, quality education. The foster care plan is reviewed annually to ensure we are meeting the needs of these students. Local DFCS supervisor and case managers collaborate with foster care POC and school counselors to ensure student needs are met.
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Title I, Part A - Foster Care

Challenges	The continued cuts to transportation funding from the state and increased gas prices have depleted local district transportation funds. Should we have to transport foster children to other districts, we are concerned that funding may become even more of an issue.
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Title I, Part A - Parent and Family Engagement

Strengths	The Family Engagement Coordinator (paid with COF funds) is able to assist with content that is presented to parents and families at all schools. She collaborates with all of the academic coaches at each school and provide support for Parent and Family Engagement. She is able to combine federal mandates with useful parent engagement activities to keep parents updated on district and school initiatives. She makes sure that documents are translated into home language when possible. A translator for the county is available for translating services during meetings as needed. She attends the district wide EL and Migrant PAC meetings three times a year to provide parents with information as it relates to pre-kindergarten and kindergarten registration and transition as well as any other community resources. When needed, she provides families with information about Coastal Community Action Authority Head Start Programs (Tattnall County). She is a member of the Family Connection Collaborative and Family Connection Board. She assists with the Back-to School Initiative packing of backpacks. During the district wide combined annual Migrant and EL parent meeting, many community resources are available for the families. These include the East Georgia Mobile Lab which offers medical assistance, vision screenings using the spot vision equipment and and hearing screenings by a school nurse, a registrar is available to help sign parents up for Parent Portal in PowerSchool so they have immediate access to their child's grades and attendance, Head Start representative, Telamon (Kiddie Kastle), Homeless McKinney-Vento information, and individual schools handing out important school level information such as homework tips, literacy tips, school resources and GMAS information. This meeting always draws a crowd and is welcome by the parents to provide these resources. Parents are given multiple ways to provide input on school and district plans. School messenger is used to increase the level of communication with all parents as well as Class Dojo, Remind 101, Facebook, district and school websites, and newsletters. Parents overall feel that the various forms of communication are more than adequate to address the needs of parents and families. Family events like back to school open houses, grade nights, literacy night, math and science night, social studies night, art night, STEM/STEAM night, student and parent transition meeting, senior parent night, financial aid parent night, career pathway meeting, work based learning parent meeting, dual enrollment meeting, etc. are very popular among parents.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	One main challenge is attracting the parents and families of low achieving students. Another challenge is presenting needed information to parents in an understandable context. The main focus of parent meetings should be on the improvement of the academic program. Finding areas of importance that would make the most impact on student achievement is difficult. Face-to-face meetings are held at each school with a few virtual meetings. It has continued to be a challenge to increase attendance at these meetings after the pandemic. So many of our students are involved in activities after school such as sports at the local recreational departments, travel ball teams, dance, gymnastics, music, school sports, school clubs, parent work schedules, etc. and it is difficult to find convenient dates and times to reach most of our parents to increase attendance at school parent and family engagement events. The schools continue to do their best scheduling these events.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	K-12 Strengths: • 36 migrant parents completed the Title IC parent survey. • 78% of parents have used an interpreter at the school level. • 63% of students feel that their parents encourage them to attend college • 87% of students feel that teachers treat them fairly • 97% of parents feel that teachers treat their child fairly • 88% of students feel teachers encourage them to study hard and that 84% feel that teachers pay attention to them during class • 95% of parents feel like teachers encourage their child to study hard • 89% of students feel that their ESOL teacher help with problems in school whenever needed • 91% of students want to graduate from High School and 100% of parents want the student to graduate from High School • 100% of parents feel that getting a good education is important for their child • 85% of students want to attend college; 100% of parents want student to attend college • 91% of parents feel the Migrant Program is helpful to their children and 97% feel the staff member are nice to them • Building confidence in our children • Staffing above required amount earned by number of students • County wide Spanish translator on staff/Lead Recruiter/Migrant Coordinator • Translation of documents and social media in Spanish and Haitian
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	Creole • Collaborative Migrant Team Meetings (at least 3) • Credit Recovery (Summer) High School • Rosetta Stone Software (for students learning English) • Higher Hispanic Grad Rate compared to High School Grad Rate • 2 College Visitation Days (ith-12th grade students) • Literacy lessons and free books provided at all PAC meetings • Resources provided during PAC meetings (Vision screening, Parent Portal Sign up, East Georgia Mobile lab - just to name a few) • Community Resource Packet • Flexible scheduling with SSPs • Summer Tutoring (recommended by teachers/SSPs) • Strong relationships with families • Credit Recovery for High School • 5 of our 6 Tattnall migrant staff members have been employees for many years. They are highly qualified and trained. They know our parents and farmers. They help with communication and translate messages. They have a great relationship with the migrant families and students. • Tattnall Migrant Outreach Coordinator has focused on High School credits and credit recovery to keep migrant students on track for graduation. • Migrant parents trust the schools. • Migrant students want to be successful and work hard in school. • All students who are non-PFS and did not pass the state proficiency requirements were scheduled to be served by SSP's in each school for the 24-25 school year. They will also be scheduled for the 25-26 school year to be served. • SSPs RARELY do recruitment due to a contracted Lead Recruiter. Their time is spent focused on students and making sure they are successful in school. Tattnall hires four SSPs to serve migrant students. • Migrant-focused professional learning • Local Migrant Program (flexible support) - push in, pull out, tutoring • Migrant Parent Engagement Activities (District, Regional, State PAC Meetings)/ Local School Events - Activities • At each PAC meeting in FY25, the district has been able to provide migrant students and families books to take home using L4GA grant and/or COF funds. • Migrant student activities - summer tutoring in FY25 (teacher and SSP recommendation), summer school credit recovery for high school in FY25, summer remediation/enrichment packets sent home to elementary and middles students not involved in home visits, migrant
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	pre-k students receive a basic skills bags for parents to use during the summer • Communication and translate messages! Translation of Documents - Tattnall County employs a translator for the district • Tattnall County Area Resource list for parents is provided at each PAC meeting and available on the district website and at each individual school. • District Migrant link on web page with all things Migrant and lots of resources for parents provided; Migrant FB page • SSP Teacher Google Survey - General education teachers provided input for services within the K- 1 2 classroom setting based on the services provided by the SSP. Overall, the general education teachers stated that the SSP provided services to help meet the individual needs of the migrant students they serve. OSY/DO Strengths:- Tattnall contracted lead recruiter has a great working relationship with our local farmers, students and parents. Contracting a lead recruiter has allowed the SSP's to stay at school and continue to serve children. Lead Recruiter provides OSY/OD with health lesson, health backpack (S1), English lessons and mini health kit (S2), and other resources (delivers food, food banks, clothes, school enrollment, etc.) EXITO/Preschool Strengths: - Tattnall migrant staff has a great working relationship with Kiddie Kastle (Telamon) and our local elementary schools. Migrant parents welcome recruiter in their homes. Tattnall contracted with a provider to provide these services to migrant students thereby allowing the SSP's to remain in the classroom and serve students. Those Preschool students served receive a basic skills bag with flashcards, crayons, pencils, activity books, journal, pattern blocks, etc. with lessons.
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Challenges	• Challenges based on CNA, feedback from current stakeholders, and data analysis: getting migrant students to attend after school tutoring and Credit Recovery, remediation of students due to lost time on academic tasks, just tracking in general due to movement • CNA district meeting - migrant parents are asked to serve as part of the CNA planning and preparation district meeting each April in multiple ways including in person, email, or mailed invitation. Although they often respond that they will attend, they do not show up for the meeting due to something coming up last minute. • PAC Meeting/ CNA Meeting • Since all migrant parents do not often attend the last PAC meeting after multiple invitations are sent home, a written letter with a list of the migrant education program's strengths and challenges based on the Title IC parent TINA survey are
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through a consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

	sent home in English and Spanish. The letter also includes the importance of the migrant parents input in the MEP and surveys. Parent involvement and competing surveys is discussed at every PAC meeting. • State and federal mandates (K-12, preschool, and OSY/DO challenge). This situation was MUCH better due to the consolidation of funds, addition of contracted provider for OSY/00/EXITO, Migrant Family Outreach Coordinator, and our ability to approve our SSP schedules in house. • Being responsible for groups outside of the realm of K-12 education. i.e... P3, Kiddie Kastle (Telamon), Head Start, OSY (preschool, OSY/DO challenge). This was also much improved due to consolidation of funds and hiring of OSY/DO/EXITO provider. • Due to the transient lifestyle OSY/DO and preschool often do not stay in one location for a lengthy amount of time. Setting times that work with preschool parents continue to be a challenge. Parents will schedule a time with the lead recruiter and will not be home or available at the set time. Families also depart after arranging for services. • Parent Contact - Parents don't always keep current phone numbers and address updated in PowerSchool as they change them. • Scheduling of SSPs in content areas • Trust between general education teacher and SSPs - especially since some general education teachers change each year • 37% of students feel that their parents are NOT involved in activities at school • 78% of parents cannot read or write in English • Tracking due to mobility • More participation in After School services at High School • Attendance at High School • Help parents acquire English language • More languages than Spanish (Haitian Creole) • Migrant focused PD for general education staff
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	There are no N and D Facilities in Tattnall Co.
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Challenges	There are no N and D Facilities in Tattnall Co.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	Work days built into the district calendar that provide opportunities for teachers to collaborate within and across schools to examine data and utilize the results to help inform instruction. One source of data examined is common assessments recently administered in all schools in the district. Teachers compare data to find trends and patterns, to make necessary changes in instruction and/or changes to the assessment itself. Teachers also have opportunities to collaborate and share ideas for upcoming instructional units as well as prepare or edit existing common assessments to be administered in the upcoming instructional period. High Quality Instruction Materials (HQIM) in ELA K-5 with Amplify CKLA and 95 Percent Phonics as well as a bolstered math program in Eureka Squared is going to allow for built in growth after a year of familiarization and installation in FY24. Along with the work of the curriculum committees, attention will be paid to adequate implementation of these now familiar materials. Every school has an academic coach that provides job-embedded, personalized professional learning, and academic support to teachers. In FY25, an additional academic coach was added to each elementary school. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum to meet the needs of all students. Multiple instructional strategies and processes are shared with the teachers during grade/department level meetings, PLC meetings, individual meetings, and professional development. The District Educational Data Analyst has allowed for the educational data analyst to work with individual schools' school leaders and data teams as well as the system in accurately collecting, organizing, analyzing and reporting student, school and system data to improve student achievement. The educational data analyst will continue to work with the school leaders, school data teams, and district leaders in FY26. Data reviews K-5 over ALO and Growth Measure data will continue, but will be married with iReady data sets to provide clearer pictures of our students. Teachers now understand the assessments better, so now is the time to utilize GLMs and content PLCs to maximize student progress.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title II, Part A - Supporting Effective Instruction

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

	The Special Education Instructional Specialist collects, organizes, analyzes and reports findings to share with administration and teachers to make informed decisions relative to instructional practices and develops specially designed instruction. assist in determining the appropriate intervention and strategies based on student skills and needs, attends IEP team meetings, leads and participates in on-going and job-embedded professional development, mentors, observes and coach special education teachers for the purpose of improving instruction, and improve IEP compliance. The instructional technology coach is responsible in providing training to staff and students on new software and technology devices, coordinating technology centric workshops, works with academic coaches to fully integrate technology with curriculum initiatives, assists with inventories, databases, and technology reports, researches and communicates innovative teaching strategies and resources to support academics, trouble-shoots computer and software problems, and ensure that all technology distributed to schools are operational, efficient, and aligned with district goals. This work will continue in FY25. Teachers new to the district are provided support through our New Teacher Academy by providing professional learning on such topics as differentiation, classroom management, ESOL/EL, Migrant, and processes for supporting struggling students (MTSS, EIP, PBIS, etc.) Additionally, these teachers work closely with mentors in the schools to provide support. Tattnall County is transferring 100% of Title II, Part A funds into Title I, Part A in FY26.
Challenges	As teachers collaborate to plan instruction and assessments at the district and school levels, there is sometimes a breakdown in communication at the school level, which may be due to limited personnel, both at the district and school levels. There is also a time issue for administrative and academic coach supports in the classroom. The district also continues to struggle in filling teacher vacancies with teachers who are professionally qualified, especially at the middle school and high school levels and more specifically, in the area of Special Education. Another challenge is the age of current district and school leaders that are reaching retirement. Tattnall County is transferring 100% of Title II, Part A funds into Title I, Part A in FY26.

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Our main strength is our team of professionally qualified, strong and dedicated ESOL teachers who are advocates for the students. In FY26, we will have a total of 9 ESOL teachers (3 NTES, 2 STES, 1 NTMS, 1 half time STMS, 2 TCHS) and half time ESOL Coordinator. Many of our district and general education teachers are ESOL certified (14) or have an ESOL endorsement (34). We continue to encourage our teachers to become certified or endorsed in ESOL. Our superintendent uses local funds to provide us more ESOL teachers than are paid by FTE count and many surrounding counties of similar size. Student ACCESS scores continue to remain above the state average. These scores have added bonus points to each school's CCRPI score in the past. Teachers attend professional development each year through GATESOL and WIDA. We are added in Kennesaw State's conference and GATESOL/GSU Conference Bridging GA for FY25. Since the COVID pandemic, they have offered an online and virtual meeting. They have also completed the self-paced WIDA standards modules. In FY25, we had some general education teachers to participate in the WIDA self-paced modules. Some ESOL teachers have participated in the Munch and Learns that were relevant to their areas this school year. Our ESOL Coordinator redelivers the most important updates and teaching strategies to the ESOL staff during team meetings and through email. Every staff member in the district receives weekly WIDA Wednesday emails with effective teaching strategies and other resources that administrators, ESOL teachers, SPED teachers, general education teachers and paraprofessionals to use in their classrooms with EL students. The ESOL teachers also redelivers updated training to the general education teachers. The ESOL teachers also redeliver professional learning at ESOL district team meetings. Our ESOL teachers in the elementary schools are push-in and can assist students in the regular classroom with direct instruction. At the middle schools and high school, the ESOL teachers uses the push-in and pull out models to serve students. The innovative model is used at all schools. One elementary school served EL students in a small group setting and independently to provide extra instructional tutoring support before school. ESOL teachers meet as a district-wide team with the ESOL Coordinator and Federal Programs Director 5 times a year for PLC, training, and updates. We have found out that the information that we are receiving in the WIDA workshops is superior and timely. So, we are planning our ESOL professional development and delivery based upon this work.
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Language Instruction for English Learners and Immigrant Students

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

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

	We feel it will enhance our student achievement on the ACCESS test as well as the Ga Milestones. The SPED and ESOL department are in more consistent collaboration to best serve the ESOL students with a possible disability or identified disability. More training and guidance from the GaDOE will be forthcoming. Our school district purchases Rosetta Stone or Imagine Learning for all schools for newcomers and limited English speaking students. Each school also has been provided Waverly translation ear bud devices and English/Spanish dictionaries for students to help with translation. Finish Line and Bridges are two curriculums used at at one elementary school, one middle school and the high school. The high school offers credit recovery in the summer to keep students on track for graduation. The elementary and middle schools have tutoring in the spring based on individual student needs. The ESOL teachers and general education teachers in our system work closely with EL parents and provide necessary information and guidance in a multitude of ways. EL parent meetings are held at the district and school level. Three district meetings are held each year and many community resources are available for the EL families such as Parent Portal PowerSchool enrollment, vision and hearing screening, East Georgia Mobile Lab, Pre-K and Kindergarten registration support, Head Start program, McKinney-Vento Homeless, literacy tips, technology tips/resources, ACCESS assessment, GMAS assessment, and individual school information booths. ESOL teachers have built a relationship with the parents. They are able to communicate with them in many ways through handwritten notes, newsletters, text messages (Class Dojo, Remind), phone, and school websites. Parents are encouraged to sign up for Parent Portal in PowerSchool to see current grades and attendance. We have an in house translator to provide translation services to schools. ESOL teachers and general education teachers do a great job being flexible and collaborating to meet the needs of our students. The administration support all schools. The ESOL teachers and general education teachers use the ACCESS data to see where and what they can work on during the next school year. ESOL teachers are willing to share within our team items that they are working and offer input as needed. The ESOL teachers are provided data to help plan for instruction and program adjustments as needed. In the spring, EL parents are encouraged to take a TINA EL Parent survey to provide input. 27 EL parents completed the TINA EL Parent Survey this year. 3rd through 12th grade students are asked to take the
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Language Instruction for English Learners and Immigrant Students

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

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

	TINA EL Student survey to provide input. 119 EL students completed the survey. TINA Survey Results: ● 63% of students feel that their parents encourage them to attend college ● 87% of students feel that teachers treat them fairly ● 100% of parents feel that teachers treat their child fairly ● 88% of students feel teachers encourage them to study hard and that 84% feel that teachers pay attention to them during class ● 96% of parents feel like teachers encourage their child to study hard ● 94% of students feel that their ESOL teacher help with problems in school whenever needed ● 85% of parents feel that is easy to contact the ESOL teacher ● 91% of students want to graduate from High School ● 100% of parents feel that getting a good education is important for their child ● 52% of parents have used someone to interpret for them at school and 81% of parents say they have always had someone to interpret when needed ● Building confidence in our children ● Help students set and reach language goals ● Staffing above required amount earned by number of students/ESOL Coordinator ● County wide Spanish translator on staff ● Translation of documents and social media in Spanish and Haitian Creole ● EL Focused Professional Development for all staff ● Increased number of EL Parent Activities across all schools and district ● ACCESS Exit Rate higher than State Exit Rate ● Credit Recovery (Summer) High School ● Rosetta Stone Software/Imagine Learning ● Higher Hispanic Grad Rate compared to High School Grad Rate ● Literacy lessons, tips and free books provided at all EL Parent meetings ● Resources provided during EL Parent meetings (Vision screening, Parent Portal Sign up, East Georgia Mobile lab, Community Resource Packet - just to name a few ● At least 3 EL Parent meetings per year is planned along with school level meetings/activities held specifically with EL parents in mind all throughout the year.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Language Instruction for English Learners and Immigrant Students

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

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

	● New Teacher Academy training two times per year centered on EL information.
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Challenges	One challenge is getting core academic teachers to sign up for the ESOL endorsement classes or to take the ESOL GACE. Teachers are worried that they will have to do additional paperwork for no pay in addition to the other duties and paperwork. It is still a challenge in finding bilingual staff that meets PQ. Scheduling at the schools is a challenge trying to best meet the needs of EL students. Regular education teachers, although we are seeing an increase in knowledge base, often do not understand the methods of addressing Second Language Students in the regular classroom. We work diligently to provide useful professional development to help close this gap. Newcomers who speak no English is a challenge as we try to meet their needs. This current year was the highest number of newcomers ever and added many challenges on regular education teachers. Professional development has been centered on how to help newcomers this year. The grading process for ELs is also a challenge. A presentation was created to help teachers better understand what and how they can meet the needs of the students and still provide a way to show what they are doing grade wise. The speaking section of ACCESS seems to be the biggest cause of students not exiting. We worked extra hard on speaking exercises for this school year and will continue to. FY25 scores show this fared better. Writing continues to be an issue and will be addressed for FY26. EL students' poor academic and language performance and the gap in EL performance on state ELA assessments as compared to non-ELs continue to be a concern. FY23 ACCESS results shows 44 out of 208 (21%) / FY24 ACCESS results shows 38 out of 230 (17%) / FY25 ACCESS results shows 34/238 (14%) students with a composite score at proficiency level 4 or higher. Continued work to address student deficits is needed to increase language acquisition to ensure student success in all content areas. It is a challenge to make parent contact when parents do not always keep current phone numbers and address updated in PowerSchool. Dual served students (SPED/ESOL) are often harder to see progress. These often end up being in ESOL long-term. We are working on ways
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Language Instruction for English Learners and Immigrant Students

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

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

	to improve this area of concern. Curriculum is sometimes a challenge when scheduling plays a role in where the teachers push-in. With the adoption and implementation of a new elementary curriculum in FY24, we hope to see better results this next school year. Communication with some of our newcomers this year has been difficult. In the past, we only had Spanish for the majority of our EL population and we had staff at each school who could help. This year, we had more Haitian than any other group to enter our schools as ELs. Although some could understand Spanish, others could not and it was not easy to communicate. We have in place ways to use technology, but that is still not always successful. According to input from EL Parents and EL Students on the spring TINA surveys some other challenges shown include the following: ● Almost of half of students feel that their parents are NOT involved in activities at school ● Only 72% of students want to attend college ● Help parents acquire English language ● 71% of students say English is not the primary language spoken at home and over 50% of parents cannot speak or understand any English at home. ● 63% of parents say they cannot read English and 59% cannot write in English ● 63% of parents say they have not taken any English classes
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Our local bus drivers, counselors, and registrars are of great help in identifying and coding our homeless students. Registrars have homeless packets to use in identification of homeless students upon enrollment or throughout the year when a parent states they may be homeless. Local administrators work at the school level to provide additional resources such as prom dresses , health and hygiene products, clothing, and help with items needed for academics or athletics. McKinney-Vento Homelessness training and Understanding Double-Up training are provided to bus drivers, school nutrition staff and all school/BOE staff each year in the identification and reporting of
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	homeless students. Each school has a brochure rack in their lobby that holds information about McKinney-Vento and being homeless as a parent resource. Tattnell County has a community resource list that is updated yearly for parents that need more support and resources in English and Spanish. Books about homeless students have been given to the counselors and school administration at each school as a resource. Each school is equipped with cabinets that hold backpacks with school supplies, duffle bags with hygiene products, and winter coats for homeless students purchased with ESSER III ARP HCY funding and Title IA homeless set-aside funding.
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Challenges	We have had problems working with college admission staff to waive admission fees and dorm application fees for our homeless students. Often times, these are paid out of pocket by our sympathetic staff members so that these items do not become a barrier to college attendance. We need a liaison at the college level to help our students with the transition process. Identification of homeless students provides a challenge to the district because some parents are reluctant to identify themselves as homeless. Poverty levels have impacted families and living arrangements causing more families to double up to take care of the elder or loss of jobs. However, many families have chosen to double up not due to being homeless but by choice or culture. School registrars, front office personnel, and signs in each school direct parents and students to call our county homeless liaison. The homeless liaison shares information about county-wide services, but the services offered within our region are not able to support all of the needs of families needing assistance due to Tattnell being a rural area. The homeless liaison also provides a list of agencies and other resources in the area and surrounding areas to parents and students. The list is available at each school office and district website in English and Spanish.
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Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Based on survey data as well as evaluation of instructional practices through the TKES process, it was evident that effective use of technology was a strength in our district. The technology is used to support classroom instruction, small group interventions, extended learning as well as provide computer skill activities so that students are able to learn how to use the computer effectively for assessments, instruction and online courses. Some teachers are using technology by
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

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

	recording themselves teaching the lesson so that the substitute can use and learning can continue when the teacher is absent. Google Classroom is being utilized by all staff, students and parents. Another strength for our district is the long standing tradition of promoting health education and safety through participating in various programs such as the Fit Georgia program in grades 1-12 and participation in C.H.A.M.P.S at the elementary school level. We continue to make school safety a priority. Safety plans with specific procedures and protocols are updated throughout the year and practiced by staff and students. CENTEGIX was purchased using ESSER III ARP funds to maximize, enhance, and protect learning time for students while keeping them safe. CENTEGIX has enabled all schools to improve preparedness and immediate response efforts discreetly through clear communication and direct location to incidents that impede the learning process, such as students displaying medical issues, mental health challenges, or any other threat or concern surrounding behavioral outbursts. PBIS is utilized to teach schoolwide expectations and classroom rules in order to decrease discipline referrals to have a positive impact on academic achievement. Even though our district has not previously participated in a STEM initiative, two of our middle schools have begun incorporation of STEM initiatives into the curriculum. One middle school, in conjunction with community partners, established an Innovation Station where students were afforded the opportunities for unique learning experiences. The same middle school also received a STEM/STEAM grant and has had My PBL Works, Maker Space, and Cult of Pedagogy professional development learning, The same middle school received another STEM/STEAM grant in FY23. They focused on the CTAE program and career readiness/education. It allowed the students the opportunity to explore and investigate the global job market with an emphasis in digital skills and cross curricular learning as well as have access to a variety of diverse learning opportunities. These opportunities were provided through iCEV and facilitated within the CTAE program at the middle school. The district collaborates with all of the elementary schools, middle schools, and high school within the school system to provide opportunities for students to incorporate career and technical education through a variety of academic offerings in order to support the development of social skills and workforce-readiness behaviors. The guidance counselors from all of the schools meet to discuss the practices of career related education and to align current practices with the mandates of House Bill 400, the BRIDGE Bill. The CTAE Director has set up profile accounts on the CTAE Resource Network for all of the guidance counselors within the school system. The Georgia Department of Education uses the CTAE Resource Network to disseminate updates and other important information. The CTAE
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Title IV, Part A - Student Support and Academic Enrichment

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

	Resource Network also provides the counselors and academic coaches websites and info to use to plan career activities for each grade level. The district offers 18 different Career, Technical, and Agriculture Education (CTAE) pathway options for high school students within the 7 career cluster program areas to ensure students have the skills necessary for future careers. <u>Career Cluster: Agriculture, Food, and Natural Resources</u> ● Agriculture Leadership in Animal Production Pathway ● Agriculture Leadership in Forestry Pathway ● Agriculture Leadership in Horticulture Pathway ● Agriculture Leadership in Plant Science Pathway ● Agriscience Systems Pathway ● Forestry and Animal Science Systems Pathway ● Forest Mechanical Systems Pathway ● Horticulture and Animal Systems Pathway ● Horticulture Mechanical Systems Pathway ● Horticulture and Forest Science Pathway ● Plant Mechanical Systems Pathway ● Poultry Science Pathway <u>Career Cluster: Business, Management, and Administration</u> ● Business and Technology Pathway <u>Career Cluster: Education and Training</u> ● Early Childhood Education Pathway <u>Career Cluster: Finance</u> ● Business Accounting Pathway <u>Career Cluster: Health Science</u> ● Therapeutic Services/Sports Medicine <u>Career Cluster: Human Services</u> ● Nutrition and Food Science Pathways
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Title IV, Part A - Student Support and Academic Enrichment

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

	<u>Career Cluster: Information Technology</u> • Computer Science Pathway Students are strongly encouraged to become CTAE Pathway Completers (earning credit for 3 classes within the pathway). Once a student is eligible, the student may take an End of Pathway Assessment (EOPA). If a student passes the EOPA, the student earns a nationally recognized industry credential. These students who are CTAE Pathway Completers AND earn a credential of value are presented with a red cord at their Senior Honors Program to be worn at their graduation ceremony. This year 128 graduates earned red cords, which is 59% of the graduating class. This year we had approximately 298 CTAE Pathway Completers with 212 earning credentials of value. In an effort to build excitement around the teaching profession and encourage students to pursue a career in education, Tattnall County High School participated in Georgia's Future Educators Signing Day, which is a statewide initiative sponsored by the Georgia Department of Education. This year 1 graduating senior participated in this event on May 13, 2025. For FY25, the following Career Ready Diploma Seals were awarded: • 103 Pathway Skills Seals • 54 Distinguished Pathway Skills Seals • 13 Leadership Skills Seals • 8 Distinguished Leadership Skills Seals Students are also provided with Dual Enrollment opportunities to earn both high school and college credits through dual enrollment programs to better prepare them to enter college and the workforce with the skills necessary for success. Students are able to participate in the Certified Nurse Aide Program and be eligible to take the state Certified Nurse Aide program within 1 school year. Welding is another program area that is gaining popularity. The Work-Based Learning (WBL) program is made available to all juniors and seniors. Students must meet the eligibility requirements as set forth by Georgia's Work-Based Learning Manual. The WBL program serves students in the following categories: Employability Skill Development; Internships (paid and unpaid); Cooperative Experiences; and Youth Apprenticeship. WBL program serves approximately 138 students and has 107 business partners. At the secondary level, employability skills are taught in all of the CTAE classes by the CTAE instructors. The Career Technical Student Organizations also incorporate employability skills lessons within their local and state meetings. The WBL coordinator also assists with delivering lessons on employability skills by serving as a guest speaker in academic and career tech classes for grades 6-12. The WBL and
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

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

	YAP Coordinators participate in the district's elementary schools "Trunk and Treat" programs. The coordinators choose a different employability skill to focus on each year. The "Trunk and Treat" programs are for students in pre-K through 5th grade. The CTAE Advisory Committee provides guidance to the CTAE department and meets two times a year. The committee consists of business/industry partners, school administration, guidance counselors, CTAE teachers, CTAE students, and CTAE parents. The committee provides guidance in several areas, such as the CTAE Pathway offerings. Our CTAE Pathways should align with our regional and local labor market needs. During school year (FY24), our district added an additional career cluster area, Health Science, and begin offering the Therapeutic Services/Sports Medicine Pathway. During FY25, TCHS was awarded the Why Georgia Works Alignment grant. This grant supported a strategic realignment of the school's agriculture pathways to better reflect key regional industry sectors. As a result, the program now emphasizes four primary focus areas: animal production and management, forestry and natural resources, crop production, and food products and processing. Additionally, three new career pathways were introduced - Construction, Engineering, and Programming and Applications - to further expand opportunities aligned with workforce demands. Our business/industry partners also provide guidance regarding technical and soft skills students need in order to be successful as well as the equipment being up to date in the labs. Tattnall County is transferring 100% of Title IV, Part A funds into Title I, Part A in FY26.
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Challenges	Lack of adequate state funding over the past 10 years or so had led to a decrease in the emphasis on art and music in our schools. Some schools still have art and music, but there are some schools who do not have art and/or music. There are still efforts in some schools to expose students to the arts through music, Band, Drama, and Art Competitions. In FY24, NTES music and art program received a Title IV-A SSAE stART Grant. The grant afforded an opportunity for a quality arts education by purchasing needed supplies. Due to the number of students from impoverished backgrounds, there is a need to increase the level of support provided to individual students to help them experience success. We have many students who are not proficient in reading, writing, and math on the GMAS. The flexibility of funding allows us to implement programs and activities that are evidenced-based and specific to meet student needs and deficits. Although we have career clusters and pathways at our high school, we see the need to expand to better prepare our students for the workforce and offer a wider variety of pathways, but it is difficult to find personnel
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

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

	with certification to teach certain pathways. Tattnall County is transferring 100% of Title IV, Part A funds into Title I, Part A in FY26.
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Title I,Part A - Equitable Access to Effective Educators

Strengths	Students have access to professionally qualified educators in all schools in the district. Large percentage of teachers meeting professional qualifications as well as in-field status strengthen district's ability to insure equitable access to effective educators. Teachers in the Tattnall County School System hold a Bachelors T4 degree (24%), Masters T5 degree (37%) and Specialists T6 degree (23%) and are at the mid-level (3-20 years) experience. We currently have 35 teachers teaching out of field. Out of these teachers, all 35 have a four-year degree. These teachers are being supported and working towards obtaining their in field certification. All of our paraprofessionals are professionally qualified and have a clearance and para pro certificate. We have one lacking the para pro certificate but is working towards it. When teachers are teaching out of field, our human resource works with the teacher by supporting and developing a plan. District provides support for new teachers through an induction program known as New Teacher Academy which includes GaDOE induction program strategies. The structure of this program includes the use of veteran teacher mentors to support new teachers. New teachers meet at the BOE for 2 full days in July before school starts and 3 half days throughout the school year in October, January, and March. The new teacher has the veteran teacher mentor the entire school year. The district also has ongoing professional learning throughout the school year at the district level and school level to ensure that teachers and paras are effective in the classroom. SDI Co-Teaching training occurs at the beginning of the year at all schools to support the regular and special education teachers to be more effective as educators. Migrant SSPs and ESOL teachers receive training and attend meetings throughout the year for ongoing professional learning to support the migrant and EL students.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Equitable Access to Effective Educators

Challenges	Tattnall County continues to struggle to hire teachers at all levels, but more frequently at the middle and high school levels, and particularly in the area of Special Education and math. SPED paras, nurses and band teachers are also hard to find and keep. Beginning teachers have a hard time juggling all the responsibilities of a new teacher while trying to complete an educator preparation program at the same time. There is currently a greater turn-over at the elementary level. It is challenging to find bilingual teachers, ESOL teachers and Migrant SSPs that meet PQ. Administrator communication and the common mindset of expectations drive the continued practice of hiring the best teacher candidates and most capable staff at each school.
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Title V, Part B - Rural Education

Strengths	Title VB funds (which are consolidated) are used to support school level needs and school goals. Technology supplies, curriculum supports, classroom instructional materials are identified at each school and funds are allocated based on FTE to service literacy needs in efforts to close the learning gap. The Technology Director and the media specialists also review current inventory and determine teaching and learning needs each year to purchase technology for classrooms and supplemental software. Title VB has allowed us to purchase chrome books, interactive boards, data projectors, classroom sound systems, headphones, ear buds, computer replacement supplies, and computers used for instruction. This money can also be spent at each school for technology professional development.
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Challenges	Our main challenge is having funds to meet the recurring technology needs. Careful prioritizing of needs in each school and strategic planning are prerequisites to developing budgets. Software is now subscription requiring an annual commitment of funds. Improved efforts in evaluating digital content and then measuring the effects of each program on student outcomes are developing within the district. However, it is difficult to accurately measure what directly impacts student achievement because of the interrelated interventions applied to reach all learning modalities. In addition to instructional software, the network infrastructure must be maintained and upgraded on a routine basis. Security measures must be addressed and continuously monitored for utmost protection of personal information. Fund sources are limited for infrastructure improvements.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	There is a need to improve student performance in all core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Increases need to be realized for all students to improve student achievement across all content areas with an emphasis on the black, SWD, EL, and ED subgroups. This goal is the basis for meeting the needs of our students and closing the achievement gap through individualized and small group instruction. A need to address standards and continue the alignment of assessments to learning targets is necessary to insure that teachers have an understanding of the need for student ownership in knowing what they are learning (learning target) and helping them to understand how they know they are successful in learning the material. Addressing learning loss due to learning deficits continues to be a priority by providing additional supplemental learning opportunities such as high frequency tutoring during school, after school tutoring, and/or summer learning. A major component to addressing this need is through professional learning support provided by school-level Instructional Academic Coaches in Professional Learning Communities (PLCs).
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Overarching Need # 2

Overarching Need	There is a need to improve the safe and healthy learning environment to include social/emotional learning and teaching students of poverty.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Overarching Need # 2

Additional Considerations	Social and emotional needs must be met in order for students to be successful academically and in life. More students are struggling with anxiety, depression, and unable to regulate emotions and behaviors. Poverty, home events/hardships, social media and other trauma stresses are triggers.
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Overarching Need # 3

Overarching Need	There is a need to recruit, hire, develop, and support, and retain effective staff.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	There is a teacher shortage in Georgia and the university systems have not been producing the number of education majors as they have in the past. Some teachers are leaving the education profession for another career. There continues to be a shortage in substitute teachers and bus drivers.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

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

Overarching Need - There is a need to improve student performance in all core content areas.

Root Cause # 1

Root Causes to be Addressed	Due to the number of teachers leaving the profession for new careers or retiring and new teachers being hired, students have varying access to experienced teachers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Cause # 2

Root Causes to be Addressed	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally and academically.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	All Tattnall County Schools are Title I schools.
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Root Cause # 3

Root Causes to be Addressed	Students perform at varying levels and have a variety of academic deficiencies which inhibit student academic success and often require additional remediation strategies, such as computer based instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Due to continuous changes in state standards and varying levels of teacher experience and qualifications, there are challenges for teachers in planning and implementing curriculum.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Inadequate coverage of standards due to lack of vertical alignment, pacing guides/calendars, and common assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - There is a need to improve the safe and healthy learning environment to include social/emotional learning and teaching students of poverty.

Root Cause # 1

Root Causes to be Addressed	There is a lack of understanding of students' cultural backgrounds, lack of demonstrated empathy and the tools/strategies to address students' mental, social and emotional health needs in poverty.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Continue to foster an environment where differences are accepted and understood by expressing interest in diversity and remain sensitive to differences, maintain high expectations for all student.
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Root Cause # 2

Root Causes to be Addressed	More students are struggling with anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers including poverty, home hardships, social media and trauma contribute to the student struggles.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of parents not recognizing how student attendance and behavior impact student achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - There is a need to recruit, hire, develop, and support, and retain effective staff.

Root Cause # 1

Root Causes to be Addressed	Teacher turnover continues to be an issue in all areas due to our rural location.
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

Root Cause # 1

Impacted Programs	Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	University Systems have not been producing the number of education majors as they have in the past resulting in fewer college graduates entering the profession and the district having to hire teachers out of field.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	The district tries to hire professionally qualified teachers when possible. In the event that a professionally qualified teacher can't be hired and teachers are hired out of field, the district's human resource director works with the teachers on a plan to meet in field professional qualifications.
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District Improvement Plan 2026 - 2027



Tattnall County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Tattnall County
Team Lead	David Tucker
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 A Parent and Family Engagement set-aside Title I, Part C Title I, Part D Subpart 2 Title III, Part A, EL Title III, Part A, Immigrant Title V, Part B Title I, Part A School Improvement 1003 (a) Title IX, Part A McKinney Vento IDEA 611 IDEA 619
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve student performance in all core content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Due to continuous changes in state standards and varying levels of teacher experience and qualifications, there are challenges for teachers in planning and implementing curriculum.
Root Cause # 2	Due to the number of teachers leaving the profession for new careers or retiring and new teachers being hired, students have varying access to experienced teachers.
Root Cause # 3	Inadequate coverage of standards due to lack of vertical alignment, pacing guides/calendars, and common assessments.
Root Cause # 4	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally and academically.
Root Cause # 5	Students perform at varying levels and have a variety of academic deficiencies which inhibit student academic success and often require additional remediation strategies, such as computer based instruction.
Goal	More individualized and small group instruction will be implemented in order to meet the needs of ALL learners to show a 3% increase in the total percentage of students earning levels 2, 3, and 4 on the Spring 2026 GMAS (EOG and EOC) for all content areas.

Equity Gap

Equity Gap	School Mean Growth Percentile (SGP)
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4

Equity Gap

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

Action Step # 1

Action Step	The academic coach employed at each school will continue to support classroom teachers in the implementation of curriculum to include planning, instruction, and assessment in all core content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student Achievement Data Team Review School Administration will meet with Academic Coach on a monthly basis to plan PLC/GLM/Department meeting content. School Administration and Academic Coaches will keep PLC/GLM/Department agendas, meetings/notes, sign in sheets to ensure completion.
Method for Monitoring Effectiveness	Georgia Milestones Data Observations
Position/Role Responsible	School and District Improvement Teams School Administration Academic Coaches
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	In FY27, the district will continue to fund paraprofessionals in 1st grade classrooms to provide instructional support for students in small group settings. The district will continue to employ teachers to provide interventionist services to students in individualized and small group instruction based on needs and data collected. These positions will lower the student-teacher ratio and provide support for student learning in order to increase student achievement.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Review student achievement data Master Schedules (paras, interventionist) Lesson Plans - individual/small group instruction
Method for Monitoring Effectiveness	Principals will review iReady data in reading and math (K-8th grade) 3 times a year, GMAS data will be reviewed, Common Assessments - this will also cover classes with paras, interventionist and all reduced size classrooms. Observations
Position/Role Responsible	School and District Improvement Teams Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	The district will provide targeted professional development to faculty and staff in all content areas to address individual student needs and student achievement deficiencies. In house job-embedded professional learning and expertise of outside content consultants will be utilized for professional development to promote student achievement and engagement. Strategies will be implemented to supplement learning based on student needs and deficiencies through the use of the delivery push-in and pull-out remediation models, innovative models and
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Action Step # 3

Action Step	supplemental learning opportunities.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Level PD - PLC/GLM/Department agendas, presentations, handouts, sign in sheets, PD schedules District Level PD - agendas, presentations, handouts, sign in sheets, PD schedules
Method for Monitoring Effectiveness	Principals, Academic Coaches, MTSS Coordinator, SPED Director, school improvement team and school level data teams will analyze student pre and post test data for strategies implemented such as tutoring and any specialized instruction or programs. (MTSS Progress Monitoring Data, Georgia Milestones Data, iReady Data, Common Assessment Data, Progress Learning Data, Pear Assessment/Edulastic Data, Acadience Data, STAR Data) Employee evaluations
Position/Role Responsible	Principals Academic Coaches MTSS Coordinators/Instructional Specialists School Improvement Team/Data Team Curriculum Director SPED Director
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Action Step # 3

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

Action Step	The district will continue with an increased focus on planning and delivery of instruction by using the district required standard lesson plan to be used by all schools during the 2025-2026 school year. Beginning of school faculty/staff meetings will include lesson plan requirements overview in the back to school presentations. Lesson plans will be uploaded weekly in district/school Google Classroom. When using the push-in, pull out and/or innovative delivery model for gifted, SPED, migrant, and ESOL, the learning activities through collaborative planning with the general education teacher will be documented. Lesson plans will include rigorous activities and assessments. District will continue curriculum committees in K-2nd, 3rd-5th and 6th-12th grades. Committees will develop common curriculum maps, pacing guides/calendars and vertical alignment processes. In addition, common assessments aligned with the standards and learning targets will be implemented. Academic coaches will support teachers with curriculum planning and implementation through PLCs, GLMs, department meetings, and/or on individual basis.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Curriculum Maps/Pacing Charts Common Assessments Sample Lesson Plans Back to School Lesson Plan Requirement - Principal presentation, agenda, sign in sheet Curriculum/Instructional/Common Assessments Planning Support Documentation - PLCs/GLMs/Department Meetings or individual support agendas, presentations, sign in sheets, emails, conferences/meetings
Method for Monitoring Effectiveness	Employee evaluations Common Assessment Data
Position/Role Responsible	Principals Academic Coaches Curriculum Director
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 # 5

Action Step	Use of ELA and Math iReady assessments in kindergarten through eighth grade to provide personalized instruction and a tool for data driven instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Data Team Meetings (agendas, presentations, minutes, sign-in sheets), Student Goal Setting documentation, iReady Usage Reports, Lesson Plans
Method for Monitoring Effectiveness	ELA and Math iReady Data
Position/Role Responsible	Principals School Improvement Team/Data Team
Evidence Based Indicator	Strong

Timeline for Implementation Others : 3 Times a Year

Does this action step support the selected equity intervention? Yes

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

Action Step # 6

Action Step	Engage elementary school families in a literacy activity that demonstrates and train families to help their child improve their reading skills while at home to include 95 Percent Phonics and reading strategies based on the Science of Reading.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family Engagement Literacy Activity (agenda, presentation, flyer, social media advertisements, school website postings, Class Dojo messages, handouts, sign-in sheets)
Method for Monitoring Effectiveness	Family Engagement Feedback Survey Data Attendance from Family Engagement Literacy Activity
Position/Role Responsible	Principals, Teachers, Family Engagement Coordinator, Academic Coaches, Curriculum Director
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 6

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve the safe and healthy learning environment to include social/emotional learning and teaching students of poverty.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of parents not recognizing how student attendance and behavior impact student achievement.
Root Cause # 2	More students are struggling with anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers including poverty, home hardships, social media and trauma contribute to the student struggles.
Root Cause # 3	There is a lack of understanding of students' cultural backgrounds, lack of demonstrated empathy and the tools/strategies to address students' mental, social and emotional health needs in poverty.
Goal	Tattnall County will decrease the percentage of office discipline referrals (ODR) due to classroom disruptions by 3% from 2025-2026 to 2026-2027.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

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

Action Step # 1

Action Step	The District will continue to sustain the implementation of MTSS for Behavior to address the needs of students including social, emotional, and academic needs. Staff will receive professional development for the implementation of MTSS for Behavior. Bus drivers and bus monitors will receive a refresher course of behavior management with implementation of MTSS for the bus in their fall transportation meeting.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS School Level Teams - monthly meetings (discipline/bus referral data review, agendas, handouts, presentations, sign in sheets) PBIS Lesson Plans PBIS Schoolwide Expectations including bus expectations MTSS PD -School Staff and Bus Drivers/Bus Monitors - agendas, handouts, presentations, sign in sheets District Level PBIS Meetings - agendas, handouts, presentations, sign in sheets, district discipline data
Method for Monitoring Effectiveness	Discipline and Bus Referral Data MTSS School Walkthrough Data
Position/Role Responsible	Principals Assistant Principals MTSS Coaches District MTSS Coordinator

Action Step # 1

Evidence Based Indicator	Strong
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Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The district will provide professional development to help staff better understand and support the social, emotional, and mental health needs of students. A poverty awareness activity will be provided to all school staff in PLC format. Mental health awareness training will be provided to select staff from each school. In FY27, a social worker will be hired for the district.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Poverty Awareness Activity - Posted on Safe Schools for staff to complete Poverty Simulation Written Response - Created & completed in Google Forms Mental Health Awareness Training - agenda, sign in sheet
Method for Monitoring Effectiveness	Google Form Poverty Awareness Activity Discipline Data - each school will monitor the number of discipline referrals to see if increased relationships with students will produce lower referral rates.
Position/Role Responsible	Federal Programs Director/Director of Student Services - Poverty Awareness Written Response in Google Forms and creation of Poverty Awareness Activity District MTSS Coordinator - Discipline Data Director of Student Services - Mental Health Awareness Training
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 # 3

Action Step	The district will continue to sustain the implementation of Check and Connect at all schools to pair at-risk students with trained mentors to target improvement in attendance, behavior, and course performance.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Check and Connect Coordinator will monitor the Check and Connect dashboard data and support the mentors
Method for Monitoring Effectiveness	Check and Connect Dashboard Data Check and Connect End of Year Data
Position/Role Responsible	Check and Connect Mentors Check and Connect School Coordinators Check and Connect District Coordinator
Evidence Based Indicator	Moderate

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

Action Step # 3

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to recruit, hire, develop, and support, and retain effective staff.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Teacher turnover continues to be an issue in all areas due to our rural location.
Root Cause # 2	University Systems have not been producing the number of education majors as they have in the past resulting in fewer college graduates entering the profession and the district having to hire teachers out of field.
Goal	The district will seek to employ professionally qualified teachers and increase the retention rate by 3% (excluding retiring employees) in 2026-2027.

Action Step # 1

Action Step	The district will continue to sustain the implementation of the New Teacher Academy. The New Teacher Academy provides support for new teachers through an induction program including GaDOE induction program strategies. The structure of this program includes the use of mentors to support new teachers throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	New Teacher Academy agendas, presentations, sign in sheets Mentor Checklist, New Teacher and Assigned Mentor List
Method for Monitoring Effectiveness	New Teacher Academy Exit Surveys Teacher Retention Data Review data each spring to determine if retention rate of teachers has improved.
Position/Role Responsible	Curriculum Directors Human Resource Director School Mentors
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The district will provide support for employees seeking in-field and professional qualifications by providing study guides and reimbursement (when requested by district) for GACE assessments. The district will also assist teachers in signing up to take courses for gifted, reading, RESA leadership endorsement, and ESOL endorsement. Human Resource Director meets periodically with any employee working to obtain certification to develop and update a plan to obtain in-field certification.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	District will review In-field and PQ reports Teachers not teaching in field will be contacted about GACE and other requirements (certification plan).

Action Step # 2

Method for Monitoring Effectiveness	In-field and PQ reports will be reviewed quarterly. GACE
Position/Role Responsible	Human Resource Director Curriculum Directors
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Provide leadership development and induction program for leaders and aspiring leaders.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 3

Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Tattnall Leadership Academy Team Meetings (agendas, presentations, minutes, sign-in sheets)
Method for Monitoring Effectiveness	Professional Learning Records
Position/Role Responsible	Superintendent
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Recruitment of teachers through job fairs if available or contact with universities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Contact logs Recruitment Flyers/Advertisements Social Media Advertisements
Method for Monitoring Effectiveness	Contact Documentation Number of Teachers Recruited
Position/Role Responsible	Principals Human Resource Director
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	The Tattnall County School District held a CNA workshop/meeting which included a variety of stakeholders. District level leadership participated during this process to ensure all Federal Programs were included. During the workshop, attendees were divided in 5 groups to evaluate and discuss the five systems for continuous improvement. The stakeholders reviewed the state and local data including demographics, financial data, TKES/LKES data, stakeholder surveys, school climate and student achievement results. Upon completion of each system and the data, a final consensus of district needs was made. After the district needs were identified, the district developed a District Improvement Plan. This process is replicated at the school level to identify needs for the schools to inform the School Improvement Plan/Schoolwide Plans. The Tattnall County School District expects parent, community, and employee input in all facts of the operation of the district. Opportunities for input are given at the school and district levels. Each year, the district also conducts surveys to include all stakeholders, e.g. teachers, paraprofessionals, administrators, students, parents, business/community partners, and partners from higher education as an opportunity to provide input. The results of these surveys are analyzed and used when formulating the School Improvement Plans, District Improvement Plan and professional learning needs for the upcoming school year. The district sought advice from staff, parents, and other stakeholders throughout the Comprehensive Needs Assessment process by involving them on the various committees as well as allowing input via surveys at the district and school levels. District leaders took the list of required and additional stakeholders and made sure that all groups were represented. Principals helped identify migrant students and parents as well as EL students and parents. Teachers and paras were involved in the process as well as counselors, academic coaches, etc. Local community leaders and staff from the local technical schools and colleges (higher education) were also identified and invited to attend meetings. Survey results as well as input during CNA meetings were analyzed and included when determining and prioritizing district needs. Parents, students, staff, and community stakeholders participated in the online and paper surveys. Funding sources for each of the action steps involved the coordination/consolidation of federal, state, and local funds. Tattnall County School District uses student achievement data to determine the best activities to meet the needs of students in our district. The data is used to monitor the effectiveness and academic growth of students. Professional Learning Communities (PLCs), Grade Level/Department meetings, and data team meetings are established and provide job-embedded time for teachers and staff to collaborate on
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Coordination of Activities

	implementation, review data, make instructional adjustments, and planning. Each school is equipped with an academic coach to provide support to teachers. There are two academic coaches at each of the elementary schools. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum to meet the needs of all students regularly during PLCs, grade level/department meetings, data team meetings and individual teacher meetings as necessary. The district, school administration and academic instructional coaches provide professional learning throughout the school year based on specific needs including multiple instructional strategies and processes as well as coordinate with outside agencies to provide workshops and training sessions that are related to the needs of the students and families including First District RESA and GLRS to increase teacher effectiveness at each school. The school district also addresses the orientation, induction, and retention of new employees through the New Teacher Academy. All new teachers are provided a veteran mentor for the year. They also meet multiple times at the district level as a cohort group for professional learning. The district encourages staff to participate in the GaDOE Community professional learning opportunities throughout the school year as the events become available. Each year, the district and school leaders seek feedback from instructional staff and families about supports needed. All of the activities and professional learning are aligned with activities supported by Federal Programs, state and local funding, and resource agencies through COF. Parents, community, and employees are given multiple opportunities to provide input throughout the school year at the district and school levels. Additionally, the principal of each school superintendent, and Federal Program Directors may be contacted at any time by stakeholders for questions, comments, or suggestions for the district improvement plan and school improvement plan. The school board meets monthly and stakeholders can also voice pertinent concerns. Family Connection with Brave Tomorrow and the additional mental health counselor as part of the Mental Health Outreach initiative helps students and families throughout the school year. Pineland continues to offer APEX as another counseling option for students and families to struggling with stress, anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers include poverty, home hardships, social media and trauma. Family Connection also coordinates with our school district to offer literacy events for students and families this includes FERST Readers to provide a book each month for children from birth to age 5 along with a newsletter to help parents use the book. Students are given a book at Trunk or Treat events, when they get vaccines at the health department (book with shots), Big brother/sister program, community festivals (book walks), summer Kiwanis Kids Kamp, and school book fairs where every student can purchase a book. Family Connection partners with civic groups, local churches and school clubs to provide food boxes, literacy bags, hygiene items and programs including the yearly summer camp (Kiwanis Kids Kamp) and Christmas toy giveaway. Family Connection
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Coordination of Activities

	provide 9th and 10th grade students a Teen Maze where they have the opportunity to experience an interactive life maze. They watch a drama with a real life party situation that leads up to a fatal car crash. They then are involved in 10 different stations led by professionals in the community in the subject area, which includes aspects from party scene such as alcohol and drug abuse, dangers of social media, funeral home, sexual behavior, and jail scene. Family Connection coordinator participates in the CHINS (Children in Need of Services) meetings for students involved in truancy, unruliness or in trouble at school or home. The committee along with DJJ creates a solution to challenges related to absenteeism with the students and their families. The Check & Connect program is a district-wide initiative to address the social and emotional needs of students that is monitored by the Director of Health and Social Services. The Check & Connect program pairs at-risk students with trained mentors for a 2-year period to offer social and emotional support. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages the Check & Connect App. The mentors enter current attendance, behavior, and grades on a weekly basis. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year. PBIS is implemented in all schools to address the needs of students including social, emotional, behavior and academic needs. Through PBIS, staff provide tiered supports and respond to needs to improve the learning environment while addressing behavioral, academic, social, emotional, and mental health needs. Parent and family events are supported by businesses and organizations allowing opportunities for many service providers to participate and engage with families throughout the school year. The community coordinates with the school district to host a Back to School Extravaganza drive-thru event where they provided free book bags with school supplies, hygiene items, food and other resources at the high school in July to students in the schools. There is a foster care plan in place that was developed by stakeholders to address and ensure the needs of students who are under foster care are able to continue to receive a seamless, quality education. The foster care plan is reviewed annually. The Tattnall County Family Engagement Coordinator assists with the transition of students between Pre-K and Coastal GA Community Action Authority Head Start (Reidsville/Glenngville) to Kindergarten. She coordinates Kindergarten Transition meetings with the Elementary Schools and provides this information to Tattnall County High School Pre-K and CGCAA Head Start/Pre-K (Tattnall County) families. The Family Engagement Coordinator also distributes Kindergarten registration flyers to CGCAA Head Start for distribution to parents. She also attends a Migrant PAC meeting in the spring to distribute
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Coordination of Activities

	Kindergarten registration flyers and other important information for the families. She communicates with each elementary school registrar concerning needed documentation from all Head Start Programs parents/guardians. In addition to the other services, Tattnall County has two full time Preschool Intervention programs at our elementary schools. Tattnall continues to have an inclusion PIP class in the FY 2026-2027 school year. The PIP classrooms are designed for students ages 3-5. Students must qualify in 1 or more of the 5 developmental areas. Students also receive related services in the area of speech, occupational and physical therapies in this setting. The purpose of this program is to provide early intervention services for students that have been found to have a developmental delay. The goal is to have the student functioning to their full capacity and as close as possible to their same aged peers once they enter the Pre-K program, developmentally ready PIP students are allowed to pre-register for Pre-K. Students continue to receive support throughout their school career, if needed, as they transition from Pre-K to Kindergarten. Parents are involved in all aspects of this program and are encouraged to continue their involvement in all stages of their child's education. PIP, Pre-K and Kindergarten open house is held in July before school starts for parents and students. Kindergarten through 5thgrade also have back to school open houses and grade nights to assist the students and families in transitioning from one grade to the next grade. Elementary and middle schools work collaboratively to transition students from 5thgrade to 6thgrade. This includes a 6thgrade parent and student orientation, 5thgrade students visit the middle school at the end of their 5thgrade year, and back to school open house. The transition from middle school to high school includes a 9thGrade First event for the students and families. 10thgrade through 12thgrade have a drop-in back to school event. They also have a registration event for students and their families prior to the new school year. Tattnall County High School collaborates with postsecondary institutions and employers to help create effective transitions to college, technical schools, and the workforce. High School Counselor holds a FAFSA meeting for parents and students, help students explore dual enrollment and college admissions criteria, help students create Ga Futures Account and register for SAT/ACT, hold colleges and technical schools information booths throughout the school year, develops a webpage of local scholarships available and assist students with applying for scholarships, and hold a career day. Migrant students in grades 8ththrough 12thhave multiple opportunities to attend in person or virtual college visitation experiences through the GaDOE Migrant Education Program. Work Based Learning students complete an interest inventory to aid in career selection. Tattnall County is transferring 100% of Title IIA and IVA funds into Title IA in FY27.
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Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by: 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Teacher training and experience data are reviewed to ensure that students at schools with the highest poverty rates and lowest student achievement data have access to professionally qualified teachers. Although Tattall continues to have higher poverty rates, we do not have any teachers who do not meet the minimum professional qualifications. The district reviews data annually to ensure that ineffective, out-of-field, or inexperienced teachers are distributed equitably among schools in the district. The district looks at information on the GAPSC website and compares teacher experience and level of education. The district also used the results of the TKES Walkthrough observations, TKES summative evaluations, student summative and formative assessment data to compare teacher effectiveness. Tattall County currently has no educators who have an unsatisfactory summative evaluation. The district employs a Facilitator of Education and Teacher Quality who works with those teachers who have been identified as ineffective through TKES observations by providing additional coaching and professional learning whenever possible. It is the goal of Tattall County to provide remediation for any teachers in need in order to ensure that all teachers are effective. If, after a review of the data, the schools are not balanced in the number of new, returning, or experienced teachers, teachers may be moved at any time during the school year at the discretion of the superintendent.
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Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools).	The district utilizes survey results to determine staff perception of professional development needs. TKES and LKES data help us to identify any other professional learning needs. Additionally, student achievement results are analyzed to include EOC/EOG Milestones assessments, iReady diagnostic assessments, Acadience (ALO) assessments for K-5th grade, screeners and locally created common assessments. Results from these assessments help us determine areas of weakness where professional learning would help teachers improve. This will help teachers at all stages of their career development. The district provides time for teachers to collaborate across the district once per quarter on work days built into the school calendar. They are given protocols to complete in order to examine common assessments and make any revisions necessary to curriculum, instruction and/or assessments. Principals and Assistant principals are encouraged to attend professional learning opportunities each year to stay abreast of state law changes. Our principals may attend an education law conference, required L4GA leader trainings as well as GAEL. Teacher leaders are also identified at each level in their building. The teacher leaders are given opportunities to lead professional learning communities and
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Professional Growth Systems

	redeliver professional development information and ideas as a leader among their peers. Tattnall County School District recognizes the need to have strong, skilled leaders in the classrooms, at the school level leadership roles, and in District level leadership positions. In FY25, the district started an annual cohort of teachers to develop leadership capacity. Teachers apply for the program and participate in monthly sessions learning key leadership skills from a leadership coach and also learn about the inner workings of the district. The program is designed to grow our own leaders and enhance the impact of teacher leaders in our buildings. Tattnall County is moving toward evidence-based professional development in that we ensure that our PLC meetings are content-focused. We provide time for teachers to collaborate in PLCs at the school and district levels. Each school is provided an academic coach to support teaching and learning, professional learning, and to help monitor instructional needs. There are two academic coaches in each elementary school. New teachers or struggling teachers are provided coaching and support. All academic content teachers participate in PLCs led by facilitators which support the development academic and grade level plans to improve student learning. Our PLC meetings and protocols developed ensure that teachers have the opportunity to reflect upon their instruction and plan for improvement. Additionally, we have ensured that PLCs at the schools and at the district provide opportunities for a sustained duration. PLCs are structured, planned and monitored so that the Professional Learning is sustainable, intensive, data driven and classroom focused. They continue to reflect upon and improve curriculum, instruction and assessment. We hope to enlist the help of outside consultants to help us continue this work for the upcoming school year by conducting classroom observations and guiding teachers in examining student work to help monitor the implementation and effectiveness of strategies learned during professional learning sessions. Special education teachers are trained on different topics throughout the year. The special education district team holds new special education training monthly to review local procedures and compliance with IEPs. The district evaluates the effectiveness of professional learning by analyzing new data sources to include updated Milestones assessment data, CCRPI data, benchmark data, quarterly course grades, and survey results. Each certified staff member is required to develop an individualized professional growth goal or plan which addresses an area in which they need to grow. That goal or plan is centered around a TKES or LKES Standard and for contributing professionals is linked to an area of need based on their job responsibilities. The plans for all certificated staff require evidence of professional learning related to the goal, and evidence of strategy implementation based on newly gained knowledge. Each staff member's progress toward their personal goal is evaluated at mid-year and year-end. At times when a need for professional growth/learning is identified for a
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Professional Growth Systems

	staff member, the district's Facilitator of Education and Teacher Quality will provide support and technical assistance to the staff member with the identified need. Tattnall County is transferring 100% of Title IIA and IVA funds into Title IA in FY27.
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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

☒ Yes

☐ No (no further action)

If the LEA waives certification, specify the waiver option below:

☐ The LEA waives certifications for all teachers allowable by law. (no further action)

☒ Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.) Tattall County Schools requires a bachelor's degree in order to secure a provisional teaching certificate. Otherwise, the LEA waives certification for all applicable positions allowed by Georgia State Board Rules and Federal Law.

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".

No schools in the Tattall County School District are identified as a CSI/TSI school. All schools in the district are Title I Schoolwide schools and receive equitable allocations to meet the needs of all learners. If a school identified as needing support, the district and school level leadership team would work together to review the individual school's need assessment to determine if the designated priorities meet the individual school's needs. The Tattall County School District participates in consolidation of funds which allows flexibility of funding to meet the needs of students in the individual schools. Tattall County is transferring 100% of Title IIA funds into Title IA in FY27.

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

The district collaborates with all of the elementary schools, middle schools, and high school within the school system to provide opportunities for students to incorporate career and technical education through a variety of academic offerings in order to support the development of social skills and workforce-readiness behaviors. The guidance counselors from all of the schools meet to discuss the practices of career related education and to align current practices with the mandates of House Bill 400, the BRIDGE Bill. The CTAE Director

CTAE Coordination

occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	has set up profile accounts on the CTAE Resource Network for all of the guidance counselors within the school system. The Georgia Department of Education uses the CTAE Resource Network to disseminate updates and other important information. The CTAE Resource Network also provides the counselors and academic coaches websites and information to use to plan career activities for each grade level. The district offers 18 different Career, Technical, and Agriculture Education (CTAE) pathway options for high school students within the 7 career cluster program areas to ensure students have the skills necessary for future careers. Career Cluster: Agriculture, Food, and Natural Resources • Agriculture Leadership in Animal Production Pathway • Agriculture Leadership in Forestry Pathway • Agriculture Leadership in Horticulture Pathway • Agriculture Leadership in Plant Science Pathway • Agriculture Mechanics Systems Pathway • Agriscience Systems Pathway • Forestry and Animal Science Systems Pathway • Forest Mechanical Systems Pathway • Horticulture and Animal Systems Pathway • Horticulture Mechanical Systems Pathway • Horticulture and Forest Science Pathway • Plant Mechanical Systems Pathway Career Cluster: Business, Management, and Administration • Business and Technology Pathway Career Cluster: Education and Training • Early Childhood Education Pathway Career Cluster: Finance • Business Accounting Pathway Career Cluster: Health Science • Therapeutic Services/Sports Medicine Career Cluster: Human Services • Nutrition and Food Science Pathways Career Cluster: Information Technology • Computer Science Pathway Students are strongly encouraged to become CTAE Pathway Completers (earning credit for 3 classes within the pathway). Once a student is eligible, the student may take an End of Pathway Assessment (EOPA). If a student passes the EOPA, the student earns a nationally recognized industry credential. These students who are CTAE Pathway Completers AND earn a credential of value are
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CTAE Coordination

	presented with a red cord at their Senior Honors Program to be worn at their graduation ceremony. This year 128 graduates earned red cords, which is 59% of graduating class. This year we had approximately 298 CTAE Pathway Completers with 212 earning credentials of value. In an effort to build excitement around the teaching profession and encourage students to pursue a career in education, Tattnall County High School participated in Georgia's Future Educators Signing Day, which is a statewide initiative sponsored by the Georgia Department of Education. This year 1 graduating senior participated in this event on May 3, 2025. For FY25, the following Career Ready Diploma Seals were awarded: ● 103 Pathway Skills Seals ● 54 Distinguished Pathway Skills Seals ● 13 Leadership Skills Seals ● 8 Distinguished Leadership Skills Seals Students are also provided with Dual Enrollment opportunities to earn both high school and college credits through dual enrollment programs to better prepare them to enter college and the workforce with the skills necessary for success. Students are able to participate in the Certified Nurse Aide Program and be eligible to take the state Certified Nurse Aide program within 1 school year. Welding is another program area that is gaining popularity. The Work-Based Learning (WBL) program is made available to all Juniors and Seniors. Students must meet the eligibility requirements as set forth by the Georgia's Work-Based Learning Manual. The WBL program serves students in the following categories: Employability Skill Development; Internships (paid and unpaid); Cooperative Experiences; and Youth Apprenticeship. WBL program serves approximately 138 students and has 107 business partners. At the secondary level, employability skills are taught in all of the CTAE classes by the CTAE instructors. The Career Technical Student Organizations also incorporate employability skills lessons within their local and state meetings. The WBL coordinator also assists with delivering lessons on employability skills by serving as a guest speaker in academic and career tech classes for grades 6-12. The WBL and YAP Coordinators participate in the district's elementary schools "Trunk and Treat" programs. The coordinators choose a different employability skill to focus on each year. The "Trunk and Treat" programs are for students in pre-K through 5th grade. The CTAE Advisory Committee provides guidance to the CTAE department and meets two times a year. The committee consists of business/industry partners, school administration, guidance counselors, CTAE teachers, CTAE students, and CTAE parents. The committee provides guidance in several areas, such as the CTAE Pathway offerings. Our CTAE Pathways should align with our regional and local labor market needs. In FY24, our district added an additional career cluster area, Health Science, and begin offering the Therapeutic Services/Sports Medicine Pathway. During FY25, TCHS was awarded the Why Georgia Works Alignment grant. This grant supported a
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CTAE Coordination

	strategic realignment of the school's agriculture pathways to better reflect key regional industry sectors. As a result, the program now emphasizes four primary focus areas: animal production and management, forestry and natural resources, crop production, and food products and processing. Additionally, three new career pathways were introduced - Construction, Engineering, and Programming and Applications - to further expand opportunities aligned with workforce demands. Our business/industry partners also provide guidance regarding technical and soft skills students need in order to be successful as well as the equipment being up to date in the labs.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Tattnall County School District supports all schools in minimizing the overuse of discipline practices with MTSS/RtI practices and procedures, fully implementing PBIS, targeting At Risk Students as well as, monitoring individual student discipline at the school level. Check & Connect is also an option for at-risk students with discipline issues. The district currently uses Educator's Handbook to monitor major and minor offenses at the school level and the district level. The data from Educator's Handbook is used to monitor school discipline data monthly at the school level and guides the data-based decision making process that the PBIS school teams use. PBIS will continue to be fully implemented yearly at each school. New staff members will be trained on PBIS implementation at the school level during their orientation. School teams will review discipline data from their school monthly, and discuss trends and use a data-driven problem solving process to identify action steps needed based on current trends. School PBIS teams will develop/refine lesson plans based on defined expectations, and each school will develop a plan and schedule for the presentation of these lesson plans to students. Teams will develop/revise school-wide, site specific, and classroom matrices to give students a clear understanding of expected behaviors. School teams will develop/revise systems to acknowledge appropriate behavior from students. Coaches will participate in monthly meetings with the PBIS district coordinator. District-wide data will be presented and evaluated by the District Leadership team each year, and the District Action Plan will be updated based on trends and needs presented by the data. The District team will provide professional learning and technical assistance as needed. The county will conduct Professional Development on MTSS to staff as needed. This training will include how MTSS can be used to help students with behavioral concerns. MTSS teams will review student data, and children who need behavioral interventions will be identified. The MTSS team will work closely with the staff to implement evidenced based interventions, complete a Functional Behavior Assessment and develop a Behavior Intervention Plan, if needed. Student progression
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	through the Tiers will be based on student specific goals and progress. Tattnall County has a behavior specialist, who is a Board Certified Behavior Analyst, that will work with the schools on developing FBAs and BIPs. She will also train schools on these topics as needed. She will also work with special education teachers to develop appropriate behavior goals for students. She will work with our students that may benefit from ABA techniques. She will work to train some paras to help with the ABA plans in the schools. She will also work with parents to help them understand the needs of their children. General and Special Education Teachers along with some administration, have been trained the past two years in CPI (Crisis Prevention Intervention) in an effort to de-escalate behaviors. The Check & Connect programs pairs at-risk students with trained mentors for a 2-year period. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages the Check & Connect App. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year.
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	The Transition from Middle to High School (TCHS): • Vertical PLC Team Meetings (Periodic meetings; 8th grade teachers with 9th grade teachers) / Team Contacts (Via email) • Middle School Academic Coach or TC Staff Visits (Periodic "Check-In/Check-Outs" with former students as needed) • Rising 9th Grade Pre-Registration Orientation (Prior to the high school's registration night; on the middle school's campus; preview of registration activities for parents; during the evening hours) • High School coaches visit all middle school and meet with prospective students wishing to participate in sports • Rising 9th Grade Orientation (Held in March of the 8th grade year; administrators deliver basic "need-to-know" expectations and registration activities at TCHS during the evening hours) • 9th Grade First (Held the day before school begins; an opportunity, albeit brief, for parent-teacher personal communication. Administration, counselors, registrar, teachers/advisers are readily available to address parent questions, comments, and concerns. • 8th graders complete a career aptitude inventory • 8th graders use their career interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9th grade courses. • 8th graders receive notification of the Ga Dual Enrollment program by the time of their IGP development • 9th graders explore at least three careers/occupations and save the results in their electronic career profile • 9th graders annually review and revise, if necessary, their Individual Graduation Plan/Program of Study • 9th graders receive notification of the GA Dual Enrollment Program information by Feb 1 each year Tattnall County High School collaborates with postsecondary institutions and employers to help create effective transitions to college, technical schools, and the workforce. Description of strategies for the transition from high school to postsecondary education • TCHS allows students three college visitation days a year during the senior year • Counselor held FAFSA meetings for Parents/Students • Counselor helped each student explore dual enrollment/college admissions criteria • Counselor helped each student create Ga Futures Account and register for SAT/ACT
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Middle and High School Transition Plans

	● Counselor got waivers for homeless, foster care, and low income students to take ACT/SAT ● Colleges and technical schools came to TCHS and set up information booths ● Counselor coordinated a webpage of local scholarships available and assisted students with applying ● Migrant Staff/ESOL staff - assisted these students applying for college, financial aid, and scholarships ● College teachers and Technical school teachers both typically come to present for Career Day in non-COVID years ● Work Based Learning students completed an interest inventory to aid in career selection ● Coordination with higher education institutions ● Local colleges and technical are involved in the CNA process each summer. They are invited to attend meetings as well as participate in survey opportunities. Teachers from both types of institutions come to career days and career fairs. ● Description of access to early college, high school, and dual enrollment -High School counselor meets with parents and student to describe the different programs available to students and helps students with the application process. Counselor also checks grades/credits of those participating in those programs on a semester basis. ● Counseling of high school students to identify interests and skills -students involved in work based learning take a career interest inventory. ● Career Day at TCHS allows students to ask questions and research possible careers. This is valuable when planning to attend tech school or college. ● Counselor coordinates Apply to College activities during the month of November to allow all interested seniors the opportunity to submit a college application with the assistance of a representative from a post secondary institution. ● Migrant students in grades 8-12 had the opportunity to attend 2 in person college visitation experiences through GaDOE Migrant Education Program. Tattnall County High School's Work Based Learning (WBL) and Youth Apprenticeship (YAP) programs implement several strategies by partnering with regional/local businesses to help prepare students for post-secondary success: Business Industry Partnerships ● CTAE Advisory Council: This is an advisory board that consists of our CTAE teachers and 3 to 5 business/industry representatives from each of our programs areas: Agriculture, Business and Computer Science, Family and Consumer Sciences and Healthcare Science, and WBL/YAP employers. The purpose of the board is to align student learning with regional/local workforce needs. ● Regular Employer Engagement: Coordinators meet with business partners to ensure programs are aligned with current industry
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Middle and High School Transition Plans

	standards and to solicit feedback. Structured Training Agreements ● Training Plans: These outline specific job tasks and learning objectives developed collaboratively with employers, schools, and students. ● Mentor Assignments: Businesses assigned trained mentors to guide and supervise students during their work experience. Soft Skills and Employability Training ● Students receive training on resume writing, interviewing, time management, communication and professionalism with input from local employers. Real-World Learning Opportunities ● These job site placements provide students with hands-on learning that builds technical and employability skills. Career Pathway Alignment ● Some of the WBL placements as well as YAP placements are directly tied to students' CTAE pathways;, ensuring relevant experience that supports both high school curriculum and future career or college goals. Dual Enrollment and Credentialing ● Some WBL and YAP students are able to earn industry-recognized certifications, reducing the time and cost of post-secondary education. For example, teacher apprentices are able to earn credit for the Foundations of Education class by being a pathway completer in Early Childhood Education and earning the Early Childhood Education and Care-Basic Certificate. Recognition and Showcasing ● Spotlighting on social media the WBL/YAP students and business partners help recognize business contributions and student achievements, encouraging sustained and new partnerships. ● YAP students are tracked until they become "YAP Completers" and earn a certificate from GaDOE. Sharing these outcomes with business partners demonstrates impact and foster long-term collaboration.
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The Tattnall County Family Engagement Coordinator assists with the transition of students between Pre-K and Coastal GA Community Action Authority Head Start (Reidsville/Glenngville) to Kindergarten. She coordinates Kindergarten Transition meetings with the Elementary Schools and provides this information to Tattnall County High School Pre-K and CGCAA Head Start/Pre-K (Tattnall County) families. The Family Engagement Coordinator also distributes Kindergarten registration flyers to CGCAA Head Start for distribution to parents. She also attends a Migrant PAC meeting in the spring to distribute Kindergarten registration flyers and other important information for the families. She communicates with each elementary school registrar concerning needed documentation from all Head Start Programs parents/guardians. She provides all Head Start Programs with updates on student registration status as needed. In addition to the other services, Tattnall County has two full time Preschool Intervention programs at the elementary schools and an inclusion PIP class in our Pre-K class at the high school. The PIP classrooms are designed for students ages 3-5. Students must qualify in 1 or more of the 5 developmental areas. Students also receive related services in the areas of Speech, Occupational and Physical Therapies in this setting, if needed. The purpose of the program is to provide early intervention services for students that have been found to have a developmental delay. The goal is to have the student functioning to their full capacity and as close as possible to their same aged peers once they enter the Pre-K program. To ensure enrollment in the Pre-K program, developmentally ready PIP students are allowed to pre-register for Pre-K. Students continue to receive supports throughout their school career, if needed, as they transition from Pre-K to Kindergarten. Parents are involved in all aspects of this program and are encouraged to continue their involvement into the stage of their child's education. PIP, Pre-K and Kindergarten open house is held in July before school starts for parents and students. The Head Start in a new building a new facility across from North Tattnall Elementary School as of SY26.
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Title I, Part A - Targeted Assisted Schools Description

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.	There are no Targeted Assistance Schools in Tattnall County.
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Title I, Part A – Educational Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	All Tattnall County's schools are school-wide Title I eligible schools beginning in the 19-20 school year. Collins Elementary, Reidsville Elementary, and Glennville Elementary all housed PreK-5 students. For FY23 instead of having 3 elementary schools, there were only 2 elementary schools in the district. Collins Elementary and Reidsville Elementary schools combined into North Tattnall Elementary School in a new school building. In order to balance student numbers, some redistricting occurred, and some students who did attend Reidsville Elementary School joined current Glennville Elementary School students in the new South Tattnall Elementary School building for FY2022-2023 school year. Glennville Elementary became South Tattnall Elementary School in a new school building. North Tattnall Middle School and South Tattnall Middle School both house students in grades 6th-8th. Tattnall County High School houses students in grades 9-12. All Title I eligible schools are allocated funds through poverty rank order. There are no Targeted Assistance Schools and Neglected and Delinquent Schools in the district. Tattnall County Schools participate in the state testing program annually to plan the appropriate instructional program and help determine the academic needs of students, including N & D, SWD, foster, migrant, EL and homeless students. Overall needs are assessed in the late Spring and early summer as soon as GMAS results are available as well as in the fall when retest results are available. The GMAS data is analyzed at the district and school level for overall strengths and weaknesses. Data is compared internally to show differences or gaps between ethnic groups, special and regular education students, and economically disadvantaged students. In addition to other populations such as EIP, MTSS, Migrant, and EL students. Students who are below the proficiency level are designated priority students. Tattnall County Schools participates in the following assessments: Georgia Milestones (EOG, EOC), common/benchmark assessments, GKIDS, ACCESS for ELLs, EIP documentation, iReady, Acadience (ALO - K-5th grades), Aimsweb, and locally adopted assessments are
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Title I, Part A – Educational Programs

	utilized to monitor progress of students. All schools utilize the MTSS Model to identify and serve "at-risk" students. After students have moved through Tier I, II, and III and need additional interventions and services, the student is recommended for a comprehensive psychological assessment. If eligible, an IEP is developed and implemented. The IEP committee reviews student data every three years or as needed. If the IEP committee determines the student needs additional testing, the psychological is repeated to determine eligibility. For all core academic instruction, all schools use the Georgia Standards of Excellence. All students receive instruction in reading, ELA, math, social studies, and science as well as exploratory courses. Elementary schools provide Early Intervention Program (EIP) interventions to eligible students. The Elementary, Middle and High Schools provide Response to Intervention MTSS services to at-risk students. Subject areas to be served based on results of CNA - all content areas will be examined - emphasis placed on district wide protocol to adhere to pacing charts on a district-wide basis to ensure routine delivery of quality instruction. Tattnall County School District will continue to engage in curriculum committees which will meet quarterly at the district office or schools (teacher leaders in each grade level and content area) in order to develop pacing guides, curriculum maps, and common assessments to be used at both north and south schools concurrently. Evidenced-based instructional interventions to be used (class-size reduction, push-in, pull-out remediation, tutoring, during/before/after school tutoring, credit recovery, computer based instruction): • Class size reduction teachers provide more one on one instruction and differentiated small group instruction which allows teachers to plan hands-on and project -based opportunities for students. • Class size reduction teachers also lower the pupil-teacher ratio which allows for diagnosis and remediation/intervention. • Push-in, pull-out, or innovative models are used for ESOL instruction by an ESOL endorsed/certified teacher. • Push-in services are used for migrant students to receive the services of a migrant para/SSP. • During school tutoring is offered to students by PQ tutors (when available) and before and after school tutoring is offered to students by PQ tutors (when available). • iReady diagnostic assessments (3 times a year) for K-8th grade students and Aimsweb universal screener are used for math and reading pre and post assessments to test for effectiveness of programs and interventions. Acadience (ALO) assessments are used K-5 with data being analyzed in GLMs three times annually at fall, winter, and spring benchmarks. STAR assessments are used at the high school as needed. • COF is used to fund paraprofessionals to lower the pupil-teacher ratio in first grade to help with reading and math acquisition skills.
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Title I, Part A – Educational Programs

	• Title IA through COF funds an Academic Coach at each Title I school to assist teachers with standard based instruction to improve the education offered at each school. The elementary schools have two academic coaches. • Students use federally purchased technology to supplement the learning in the classroom. Interactive viewboards, laptops, desktop computers, Google Chromebooks, etc which can be accessed by all students on a daily basis. • Supplemental software programs are used to diagnose areas of difficulty and to prescribe remediation and/or enrichment. • Title IA funds through COF are used to purchase novel units, supplemental texts, supplemental content materials, web-based opportunities, instructional supplies for students activities, professional learning based on schoolwide plan/intent and purpose, and manipulatives to provide hands on learning. • Title IA funds are set aside for administrative supplies, technology supplies, travel, web based software, professional development, conferences equipment, and travel for Title IA Federal Programs Director. Title IA PFE Coordinator supplies, travel, conference fees, and professional development is paid from COF. • MTSS program and 95 Percent Phonics Library for Tier 2 and CHIP kit for Tier 3 was added. Related professional development activities - instructional staff have participated in professional learning opportunities have included SDI training, Amplify Curriculum, 95 Percent Phonics training, Eureka 2 training, LETRS training, Orton Gillingham training, Growing Readers training, iReady, WIDA Standards, WIDA Modules, ESOL Teacher GaDOE Student Growth Report training, WIDA ACCESS Screener trainings, ESOL GaDOE Munch & Learns, GaDOE Migrant SSP Onboard Training, FDRESA Literacy Leads, GAETC, FETC, Migrant ID&R training, Migrant MSIX training, Standardized Testing Security training, GKIDS training, TKES/LKES training, Tribunal training, EL strategies, Identification of Homeless students, what constitutes a student as being labeled migrant, new teacher academy, PBIS, technology, poverty, classroom management, MTSS trainings, Migrant SSP trainings, RCA professional development, Google/Gmail trainings, AI technology trainings, GaDOE Suitcase training, tribunal training, TKES/LKES training, IEP Compliance training, Brain 101 Understanding the Impact of Trauma on the Brain, Youth Mental Health First Aid, Check & Connect New Mentor training, and SPED Para Training Supportive Instruction training. Teachers have also participated in GLM/DLM and PLC meetings at their local school in addition to vertical and horizontal meetings by subject content area. In July of FY26, a day was designated as a District Professional Learning Day where all staff was involved in professional learning. Related parent and family engagement activities building for parent capacity - academic coaches and teachers have helped present information to parents about the content areas, GSE content standards,
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Title I, Part A – Educational Programs

	GMAS assessment strategies, GMAS calendar, homework assistance, school goals, copyright piracy, and other educational resources, Parents are encouraged and provided information on how to sign up for PowerSchool Parent Portal to access for grades and attendance information. Schools host many family engagement nights (i.e. Math and Science Night, Literacy Night, open houses, STEM/STEAM Night, Grade Nights, Pre-K to K transition, 5th to 6th Grade transition, 8th to 9th Grade transition, School Council meetings, PAC meetings, EL Parent meetings, dual enrollment meetings, Work based Learning Parent meetings, Night at the Museum, Title IA Input meetings, School Level CNA meetings, District Level CNA meetings, Back to School Open Houses, Annual Title I meeting, Night of the Arts, and PTO) throughout the school year.
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe:How the Migrant Student Information Exchange (MSIX) is used in the records transfer process (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Tattnall County School district uses the Parent Occupational Survey (POS) provided by GADOE MEP Office. All students/families who enroll in the system complete the POS at the time of school registration. It is copied on blue paper for easy identification. The POS is also sent home by all students on the first day of school each year for back-to-school registration. The registrar at each school collects the POSs that are returned and immediately forwards the surveys to the Migrant SSP at each school. The SSP at each school follows up on the POS with the parent (within 48 hours) by phone. If a home visit is needed, Tattnall County Lead Recruiter (LR) is sent. The SSP or LR then completes a COE on each family. These forms are sent to the Region 1 office through the portal within 24 hours or completed electronically via MSIX2000. The MEP identifies all eligible students via the portal. Any forms that need additional information/missing information are emailed back to the Tattnall County Migrant Family Outreach Coordinator (MFOC). The MFOC will forward to the SSP/LR who completed it and will email back to the Region 1 Migrant Office after all corrections are made (through portal). All migrant SSP's have access to the state portal. As soon as students are identified as being eligible for migrant services, the SSP schedules the services with the individual teacher dependent on if direct services are needed and meets with the school registrar to make sure he/she is coded migrant or PFS/Non PFS. The SSP documents each student served in each subject daily on her schedule. The MFOC completes a schedule review each time an SSP schedule is changed. If a school's SSP cannot contact a family, the Lead Recruiter takes over until completion. If the SSP or Lead Recruiter cannot make contact, the state MEP staff is asked to help. SSPs have school supplies housed in each office to be used on an as needed basis. All SSPs, LR, and MFOC are trained each year in MSIX. Because they have access to this data base, this is used to check eligibility when a student transfers into the system. It is also used to check credit, grade placement, mobility record(s), and other useful information to make the transition smooth and efficient. Once a student departs, SSPs complete an Information/Departure form/send message on MSIX to the place where the migrant family is moving (if information if known at time of departure). Tattnall Schools employ a registrar at each school who enrolls migratory students and coordinates interstate and intrastate record requests. The MSIX is used to aid efforts on coordination of services and records receipt/transfer for migratory children. Within 48 hours of a newly identified migrant student being identified in the district, the
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Title I, Part C – Migrant Intrastate and Interstate Coordination

	trained SSP will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program if needed. As students move out of the district, LEA migrant staff will submit a move notification within MSIX to notify the sending state that the child has arrived and that records are needed. As students move out of the district, LEA migrant staff will submit a move notification within MSIX to notify the sending state that the child has arrived and that records are needed. All Tattnall County School District SSPs at each school in addition to the Title IC Director and MFOC system personnel follow state and national guidance in dealing with migrant children in order to provide a seamless transition of services. SSPs are employed to minimize the language barrier when communicating with other agencies for migratory children. Upon enrolling in a school, the migrant specialist serves as a liaison to ensure all records are requested, provides forms in home language, works closely with school registrar to make sure student records are accurate and aids in the enrollment process if needed. MSIX training is provided each year through the state MEP. The High School sends transcripts to MEP office so MSIX can be updated to all credits earned. This is helpful to make sure students are placed in the correct classes once they arrive or leave. MSIX is also used to track migratory patterns to help complete COEs.
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Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3. Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	The Lead Recruiter (LR) provides services for OSY/DO until the age of 22. An OSY/DO profile is completed as a way to identify the OSY/DO needs and to plan for both academic and non-academic services. After the initial meeting, the Lead Recruiter sets up a second meeting time and location to provide a health kit, lessons, and/or English lesson and to find out if other services are needed and to complete a pre/posttest on health and hygiene or English. The Lead Recruiter will help OSY/DOs to find resources (including help enrolling in GED classes) in the area that meet his/her needs. If any OSY students wish to enroll in GED programs, the Lead Recruiter assists with this process. The Lead Recruiter assists with academic support with OSY/DO during the regular school year and summer. The Lead Recruiter offers two separate kits with one for semester one and one for semester two. In FY25, the Lead Recruiter and a Migrant SSP offered OSY/DO students English Classes at a farm on Sundays in the Spring. The contracted Lead Recruiter is in charge of preschool age children (EXITO). He provides service to these students when and if they are not enrolled in Headstart/Kiddie Kastle (Telamon) or when the agency is out for January thru April months and when parents request in home sessions - this includes the regular school year and summer if needed. He follows MEP school readiness protocol as well as local basic skills
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Title I, Part C – Migrant Supplemental Support Services

	bag that is provided to each child/parent to use at home. The basic skills bags include alphabet, colors, numbers and shapes flashcards, playdough, crayons, pencils, alphabet manipulatives, and activity book. He works with parents to enable them to also work with students when he is not there. The LR helps with enrollment into local agencies and Pre-K. Tattnall County has a part-time lead recruiter in charge of recruiting. The SSP's are pulled from the classroom to assist with recruiting only in emergencies and during peak recruiting periods if needed. Our recruiters are also available after hours and on weekends during peak growing seasons and as needed. The SSPs complete the COE on any eligible students when possible and hand off to Lead Recruiter (or State Recruiter) when home visit is needed. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services in all Title I Schools. At TCHS, migrant students are served by one SSP to support the regular classroom instruction and to make sure students stay on target to graduate and earn credits needed. The MFOC helps make sure students at the High School level stay on track to graduate. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing and/or assisting children/families to gain access to other education, health, nutrition, and social services. All migrant students have access to school counselors and nurses (who can provide hearing and vision screenings). School nurses can also help migrant students access healthcare via Telemed. The MFOC assists families with all additional services as needed. A system wide translator provides families with documents, newsletters, and required information in a language that is understood by the family. In Tattnall County this is usually Spanish. Parent meetings (PAC) are held at least 3 times per year for migrant families and may include the following information: Information on academics, technology, health, nutrition and social services. Presenters from local agencies such as the Tattnall County Health Department, area pharmacies, physicians, DFACS, and the County Extension office may be involved. The Health Van also comes to PAC meetings to provide health care and screenings to migrant families. Resources on Pre-K, EXITO, ESOL, EIP, OSY, special education, gifted, Honors /AP, GED, homelessness, and Parent Portal are available. Vision and Hearing screenings by a school nurse are offered once per year during a PAC meeting. A community resource packet in both English and Spanish is made available at all meetings, on the district/school websites, and paper copies at each school. Organizations are asked to participate based on survey responses from the previous years. Middle School and High School students are enrolled in the MEP camps for those interested. SSPs do their best to promote and encourage middle school and high school migrant students to sign up for the MEP camps each year. In FY25, Tattnall registered 17 students although all were not accepted to attend. High School students take
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Title I, Part C – Migrant Supplemental Support Services

	Credit Recovery classes if needed and are kept on track to graduate. In FY25, Middle School and Elementary offered one on one in home summer tutoring to 28 migrant students in need for remediation to help him/her prepare for the following school term. If any student needs summer remediation, the SSP meets with the classroom teacher to get a list of names. In FY24, 18 migrant students were tutored during the summer. In FY26, the Tattnall County School District plans to continue the in home summer tutoring services if funds are available. Tattnall County allots 3 days each year for migrant staff to meet as a group/team to discuss issues or concerns and receive any updates per the MEP office. The MFOC provides information for the local meetings. These take place in August, January, and April/May. Team meetings are also held with the Region 1 staff. All MEP staff also attend two State required meetings held in Metter as well as attend any webinars provided by the GaDOE, MSIX, etc. (if applicable). The community resource packet is updated each year in English, Spanish, and Haitian (if needed). This booklet contains social service information, emergency information, local schools, churches, etc. They are available for families at all PAC meetings, on the district/school websites, school events, and paper copies at each school throughout the year. Housed with the MFOC is the counties crop's map as well as a contact for the various farms in the area. A list of farms with crops/seasons is kept on file as well. This information is shared with the SSPs at the beginning of each year and can be used to provide services and resources for our migrant families in the area. A chart of crops in Georgia and each season is also given to the SSPs. The LR and MFOC conduct ride throughs in June and July and update the map if needed. The map is in a notebook and is divided into grids by Glennville, Reidsville, Collins, Cobbtown and Manassas. The district evaluates services for out-of-school youth, drop-outs, and preschool children during the regular school year and summer by following the state provided required guidelines. The district completes the supplemental service tracking form and the OSY Profile form twice a year during the regular school year and once for summer services. This information is used to track services provided by the lead recruiter. Each IP is evaluated as stated in the implementation plan. The IPs are turned in on the required state platform. Tattnall County has OSY/DO/Preschool IPs for the regular school year and summer term. The data collected is used to evaluate the migrant program. Tattnall County completes at least one observation for the regular school term and one observation for the summer term. These are also uploaded to the state required platform. The lead recruiter also completes a self-evaluation component on the observation platform. The observations are used to look at the strengths and challenges of the migrant program. In addition to what is required by the state, the district's migrant team including the Title IC Program Director, Title IC Migrant Family Outreach Coordinator, lead recruiter and SSPs meet a minimum of three times a year to discuss goals, schedules, COE, ID&R, issues and concerns of how the program is going. This allows for
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Title I, Part C – Migrant Supplemental Support Services

	input from all migrant team members. The lead recruiter and Migrant Family Outreach Coordinator meets often at least once per week to coordinate services for OSY/DO/Preschool are in constant communication through the phone, text messages and emails. The Title IC Program Director, Migrant Family Outreach Coordinator, and lead recruiter meets at least every other month to review and discuss the district's migrant program. We also utilize PAC surveys and Title IC TINA surveys as stakeholder input to gather suggestions for improving the migrant program for our district. Pre and Post assessments for the IPs are used to evaluate and align the content with the materials used to address the identified needs. Although we are not required to keep SS tracking and IPs for K-12 due to COF, we still maintain these documents to help with data analysis each year. The information collected is used to build the program. We also complete observations of the SSPs by the MFOC once per semester and teachers whose classrooms SSPs work complete an anonymous Google survey. This data is shared with SSPs each semester and discussed what things can be done to make the program better. Both of these observations each semester are also shared with the Director of Federal Programs and administrators at each school.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity	Performance Goal 1: The Tattnall County School System is committed to improving graduation outcomes for students with disabilities through a comprehensive system of academic, behavioral, instructional, and transition supports. The district focuses on strengthening the Multi-Tiered System of Supports (MTSS), Specially Designed Instruction (SDI), co-teaching practices, progress monitoring, transition planning, and post-secondary outcomes to ensure students successfully complete high school and are prepared for life after graduation. To support school completion and student engagement, the district implements the Check & Connect intervention model at all schools. Each school has designated coordinators and mentors who monitor attendance, academic performance, behavior, and student engagement to identify and address barriers that may negatively impact graduation outcomes. The district employs a Transition Specialist who collaborates with special education teachers, school counselors, families, community agencies, and Vocational Rehabilitation to ensure students receive meaningful transition services beginning in middle school and continuing through graduation. Transition planning is based on age-appropriate transition assessments and focuses on post-secondary education, employment, independent living, and community participation. The Transition Specialist maintains ongoing communication with Vocational Rehabilitation through meetings, phone calls, and email correspondence to support successful post-school outcomes. The district implements the ASPIRE program at all schools to increase student self-determination, self-advocacy, and engagement in the IEP process. Students are encouraged to participate in IEP meetings, develop self-advocacy skills, identify post-secondary goals, and understand the connection between their educational program and future aspirations. To support academic achievement and access to grade-level standards, the district utilizes evidence-based co-teaching practices and Specially Designed Instruction within general education and special education settings. A Specially Designed Instructional Coach provides coaching, mentoring, and technical assistance to teachers to strengthen instructional practices, increase access to rigorous curriculum, and improve student outcomes. The district utilizes Classworks as a primary tool for intervention planning, progress monitoring, and data-based decision making. Students with disabilities participate in Classworks assessments,
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IDEA Performance Goals:

	interventions, and progress monitoring probes aligned to their individual needs and IEP goals when appropriate. For goals not addressed through Classworks, case managers collaborate with general and special education teachers to develop and implement additional progress monitoring measures. Data collected through Classworks and other progress monitoring systems are used to adjust instruction, identify students at risk of academic failure, and ensure students remain on track toward graduation requirements. The district employs a Behavior Specialist who assists schools in developing and implementing Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) to address behavioral concerns that may impact attendance, engagement, academic progress, and graduation. The Behavior Specialist also provides professional learning and coaching to staff on evidence-based behavioral interventions. Under the Behavior Specialist is a Registered Behavior Tech who supports individual students in the special education classroom. The district will conduct regular reviews of students with disabilities identified as being at risk of not graduating. School teams, including administrators, counselors, special education staff, and other support personnel, will review attendance, discipline, course performance, credit accrual, progress monitoring data, and graduation pathway status. Targeted interventions and supports will be developed and monitored to address barriers to graduation and increase student success. The district provides ongoing professional learning opportunities focused on improving graduation outcomes and post-secondary success for students with disabilities. Training topics include: IDEA compliance and high-quality IEP development, Transition planning and Indicator 13 requirements, Post-secondary outcome planning and Indicator 14 data collection, Facilitated IEP practices, Specially Designed Instruction (SDI), Co-teaching models and collaborative planning, Progress monitoring and data-based decision making, Effective use of Classworks for intervention planning and progress monitoring, Behavioral interventions, FBAs, and BIPs, Graduation requirements, diploma pathways, and credit recovery options, Student self-determination and self-advocacy practices. Professional learning is delivered through RESA, district-wide trainings, classroom observations, mentoring, and ongoing technical assistance. The Specially Designed Instructional Coach provides individualized coaching and support to improve instructional practices, implementation of SDI, and compliance with IEP requirements. Lead teachers participate in monthly meetings with the Special Education Director to review compliance trends, discuss student outcome data, identify areas of need, and receive updates on state and federal guidance. Information from these meetings is redelivered to school-based staff to ensure consistency across the district. Targeted professional learning is provided to teachers and schools based on data collected through classroom observations, IEP reviews, progress monitoring data, and student outcome measures. Principals
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IDEA Performance Goals:

	and lead teachers assist in identifying staff members who may benefit from additional coaching or support. The Special Education Director oversees implementation of graduation improvement initiatives through ongoing collaboration with the Transition Specialist, Behavior Specialist, Specially Designed Instruction Coach, lead teachers, school administrators, and counselors. Implementation and fidelity will be monitored through: Quarterly review of graduation, dropout, attendance, and discipline data for students with disabilities, Review of student credit accrual and graduation pathway progress, Monitoring participation and outcomes associated with Check & Connect interventions, Review of transition assessments, transition plans, and post-secondary goals to ensure compliance and quality, Monitoring of student participation in ASPIRE and self-determination activities, Review of Classworks diagnostic, intervention, and progress monitoring data, Verification that students are completing progress monitoring probes according to district expectations, Monitoring IEP goal progress reports to ensure data collection is occurring consistently and accurately, Classroom observations to verify implementation of SDI, accommodations, and co-teaching practices, Review of FBAs, BIPs, and behavioral support implementation, Ongoing review of IEPs by lead teachers prior to finalization, Annual review of Indicator 14 Post-School Outcomes data, Regular meetings with district specialists and school-based leadership teams to evaluate program effectiveness and determine next steps. Lead teachers conduct ongoing quality reviews of IEPs and transition plans and provide support to teachers before documents are finalized. Areas of concern are reported to the Special Education Director for follow-up, technical assistance, and corrective action when necessary. Data collected through these monitoring activities will be used to identify trends, target professional learning, strengthen implementation of evidence-based practices, and improve outcomes for students with disabilities. Through this continuous improvement process, the district aims to increase graduation rates, reduce dropout rates, and improve post-secondary outcomes for all students with disabilities. !--a=1--!--a=1--!----comment node----!--a=1--
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Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages	Performance Goal 2: The Tattnall County School System is committed to identifying and serving young children with disabilities as early as possible to improve developmental outcomes and kindergarten readiness. The district implements comprehensive Child Find procedures to identify children ages 3-5 who may require special education services. Child Find activities include annual public notices through local newspapers, the district website, student handbooks, community outreach efforts, referrals from pediatricians and community agencies, and collaboration
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IDEA Performance Goals:

3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings	with Georgia's Babies Can't Wait (BCW) Early Intervention Program. The district follows established referral, evaluation, eligibility, and placement procedures to ensure children are identified and served in a timely manner. Referrals may originate from parents, preschool programs, daycare providers, medical professionals, Head Start programs, BCW personnel, or district staff. The district places significant emphasis on successful transitions for young children entering preschool services and kindergarten. Transition meetings are conducted for children exiting Babies Can't Wait to ensure services are in place by the child's third birthday when appropriate. Preschool and kindergarten staff collaborate with families to support smooth transitions between educational settings. Services and Placement Options The Tattnall County School System offers a continuum of preschool special education services designed to meet the individual needs of young children in the least restrictive environment. Services may be provided in: Preschool Intervention Program (PIP) classrooms located within the district, Georgia Pre-K co-teaching classrooms, Head Start programs, Migrant Head Start programs, Community-based preschool settings when appropriate, General education preschool environments with special education supports, Related service settings for speech-language, occupational therapy, physical therapy, and other specialized services as determined by the IEP team. The type, frequency, and duration of services are determined individually through the IEP process based on student needs. Staff Designated to Support Young Children The district utilizes a multidisciplinary team to support preschool-aged children, including: Special Education Director, Preschool Intervention Program (PIP) Teachers, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, and other school personnel. The Special Education Director and Preschool Intervention Program teachers monitor preschool services, student progress, compliance timelines, and transitions. Regular meetings are conducted to discuss student needs, service delivery concerns, referral trends, and program effectiveness. Principals and school administrators collaborate with district personnel to identify staff training needs and ensure high-quality implementation of preschool services. Collaboration with Outside Agencies The district collaborates with multiple agencies and community partners to support young children and their families. These partnerships include: Georgia Babies Can't Wait Early Intervention Program, Local pediatricians and medical providers, Head Start and Migrant Head Start programs, Community daycare and preschool providers, Georgia Department of Public Health and other community service agencies as appropriate. District personnel participate in transition meetings, share information with families regarding available services, and coordinate supports to
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IDEA Performance Goals:

	ensure continuity of services. Collaboration meetings occur throughout the year as needed to address referrals, transitions, and student needs. The district also provides information and consultation to community agencies regarding referral procedures, Child Find activities, and special education services available within the school system. Professional Learning Activities The district provides ongoing professional learning to preschool staff and related service providers on topics including: Child development and developmental milestones, Preschool special education regulations and compliance requirements, Inclusive preschool practices, Evidence-based interventions for young children, Progress monitoring and data collection, Communication and language development, Social-emotional development and behavior supports, Transition planning for preschool and kindergarten, Collaboration with families and community agencies. Targeted coaching and technical assistance are provided as needed based on student outcomes, program reviews, and identified staff needs. Parent Training and Family Engagement The district recognizes families as essential partners in the educational process and provides opportunities for parent engagement and training throughout the year. Parents are invited to participate in informational sessions designed to increase understanding of: Special education services for preschool-aged children, The referral and evaluation process, IEP development and implementation, Transition from Babies Can't Wait to preschool services, Transition from preschool to kindergarten, Strategies to support communication, behavior, and learning at home, Available community resources and supports. Parent trainings are offered at times that are convenient for families, including after-school and evening opportunities when possible. Families are encouraged to participate actively in decision-making and collaborate with school staff to support positive outcomes for their children. Monitoring and Continuous Improvement The Special Education Director monitors implementation through: Child Find activities and referral trends, Evaluation and eligibility timelines, Preschool outcomes data, Transition timelines for children entering from Babies Can't Wait, IEP compliance reviews, Progress monitoring data, Service delivery documentation, Staff professional learning participation. Data from these activities are reviewed regularly to identify strengths, areas for improvement, and professional learning needs. The district uses this information to continuously improve services and outcomes for young children with disabilities and their families. !-a=1--!-a=1--!-a=1--
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IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	Performance Goal 3: The Tattnall County School System is committed to providing a Free Appropriate Public Education (FAPE) to all students with disabilities through high-quality instruction, individualized supports, compliance with IDEA requirements, and continuous monitoring of student progress and outcomes. The district utilizes a Special Education Procedures Manual that outlines referral, evaluation, eligibility, IEP development, service delivery, progress monitoring, discipline, and procedural safeguard requirements. The district utilizes the Georgia Online IEP (GO-IEP) platform to develop and manage all special education documents, ensuring compliance with state and federal timelines for annual reviews, reevaluations, and eligibility determinations. Students are provided individualized services based on their unique needs as determined by the IEP Team. Decisions regarding eligibility, services, placement, accommodations, modifications, and supports are made through a collaborative process that includes parents, educators, related service providers, and administrators. The district provides ongoing professional learning to special education teachers, general education teachers, related service providers, paraprofessionals, and administrators to ensure effective implementation of IDEA requirements and evidence-based instructional practices. Training topics include: Special education eligibility requirements and procedures, IEP development and implementation, GO-IEP procedures and compliance requirements, Facilitated IEP practices, Specially Designed Instruction (SDI), Co-teaching and collaborative planning, Progress monitoring and data-based decision making, Effective implementation of accommodations and modifications, Functional Behavioral Assessments (FBAs), Behavior Intervention Plans (BIPs), Least Restrictive Environment (LRE) requirements, Transition planning and post-secondary outcomes, Positive behavioral interventions and supports. Professional learning is delivered through district-wide trainings, RESA, mentoring, classroom observations, technical assistance, and monthly lead teacher meetings. The district's Specially Designed Instruction Coach provides coaching, mentoring, modeling, classroom support, and professional learning focused on improving instructional practices, implementation of specially designed instruction, co-teaching effectiveness, progress monitoring, and IEP compliance. The district's Board Certified Behavior Analyst (BCBA) provides training and coaching related to behavior management, FBAs, BIPs, de-escalation strategies, and implementation of behavioral supports for students with disabilities. The district ensures that placement decisions are made individually based on student needs and in accordance with IDEA's Least Restrictive Environment requirements. During each eligibility and IEP meeting, teams review multiple sources
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IDEA Performance Goals:

	of data including: Evaluation results, Classroom performance, Progress monitoring data, State and local assessment data, Attendance records, Behavioral data, Teacher input, Parent input, The IEP Team considers whether services and supports can be provided successfully within the general education environment before considering more restrictive placements. Supplementary aids, services, accommodations, modifications, behavioral supports, and specially designed instruction are considered and documented to maximize student participation in general education settings. Placement decisions are reviewed annually and revised as needed based on student progress and individual needs. The district provides a full continuum of special education services to ensure students receive supports in the least restrictive environment appropriate for their needs. Service options include: Consultation services, Co-teaching services, Resource services, Small-group specialized instruction, Self-contained instructional programs, Preschool Intervention Programs (PIP), Related services, including: Speech-Language Therapy, Occupational Therapy, Physical Therapy, Behavioral Supports, Homebound instruction when determined appropriate by the IEP Team, Community-based transition services for eligible students. The district contracts with licensed Occupational Therapists and a Physical Therapist to ensure students receive required related services as identified through the IEP process. The district has established procedures to ensure that all staff members working with students with disabilities have access to and understand required accommodations and modifications. Teachers are able to access student IEPs through GO-IEP and review accommodations, modifications, goals, supports, and service information. In addition, case managers provide accommodations and modifications summaries to general education teachers and other staff responsible for implementing IEP requirements. Documentation is maintained verifying that staff members have received and reviewed accommodation information. When students change classes, teachers, or schedules, updated accommodation information is distributed to appropriate staff members. In co-taught classrooms, accommodations, modifications, specially designed instruction, and student supports are incorporated into collaborative planning and lesson design. The district continues to emphasize teacher understanding and implementation of accommodations through professional learning, coaching, and administrative support. The district utilizes multiple layers of supervision and monitoring to ensure FAPE is being provided consistently and effectively. Monitoring activities include: Lead teacher review of all IEPs prior to finalization, Ongoing review of annual review and reevaluation timelines through GO-IEP, Classroom observations focused on implementation of accommodations, SDI, and
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IDEA Performance Goals:

	co-teaching practices, Monitoring of IEP goal progress and progress reporting, Review of Classworks progress monitoring and intervention data,, Monitoring of service delivery documentation, Review of discipline, attendance, and academic performance data, Monitoring implementation of FBAs and BIPs, Review of LRE data and placement decisions, Compliance reviews conducted by the Special Education Director. The district utilizes an Academic and Behavior Review process for students experiencing significant academic or behavioral concerns. Teachers complete review forms every 9 weeks for students who are failing two or more classes or have accumulated significant disciplinary consequences. Parent communication is documented, and intervention plans are developed and monitored to address identified concerns. The Special Education Director conducts regular meetings with lead teachers, the Specially Designed Instruction Coach and the BCBA to review student outcomes, compliance data, service delivery concerns, and implementation fidelity. Information gathered through these monitoring activities is used to identify areas requiring additional support, targeted professional learning, or corrective action. Through these systems of training, collaboration, service delivery, and monitoring, the Tattnall County School System ensures that students with disabilities receive a Free Appropriate Public Education that is individualized, data-driven, and designed to improve educational outcomes. !-a=1--!-a=1--!----comment node----!-a=1--
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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	Performance Goal 4: The Tattnall County School System is committed to maintaining compliance with all state and federal special education laws and regulations through clearly defined procedures, ongoing professional learning, systematic monitoring, and timely correction of identified noncompliance. The district maintains a Special Education Procedures Manual that outlines procedures related to referrals, evaluations, eligibility determinations, IEP development and implementation, transition planning, discipline procedures, data reporting, progress monitoring, procedural safeguards, and timelines required under the Individuals with Disabilities Education Act (IDEA). The manual is aligned with Georgia Department of Education guidance and federal regulations and is provided to all special education staff and administrators. The district utilizes the Georgia Online IEP (GO-IEP) platform to manage student records and monitor compliance timelines related to annual reviews, reevaluations, eligibility determinations, transition plans, service delivery, and progress reporting. The system provides an additional layer of monitoring to ensure required activities occur within state and federal timelines. In addition, the district continues to expand the use of Facilitated IEP
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IDEA Performance Goals:

	practices to strengthen collaboration among families, educators, and service providers. Facilitated IEPs support meaningful parent participation, improve communication, increase procedural compliance, and help ensure that student needs remain the focus of educational planning and decision-making. The district has established procedures to ensure all special education data are submitted accurately and within required timelines. Responsibilities for data collection and verification are assigned to the Special Education Director, lead teachers, school-level staff, and designated GO-IEP support personnel. Student records are reviewed regularly to verify the accuracy of demographic information, disability categories, eligibility data, service delivery information, transition requirements, and compliance timelines. The district utilizes multiple levels of review prior to submission of state-required data. Lead teachers review IEPs and eligibility documentation before finalization, while the Special Education Director and designated compliance personnel review reports generated through GO-IEP to identify missing information, upcoming deadlines, and potential compliance concerns. ●ul ● Annual reviews are completed on time. ● Reevaluations are conducted within required timelines. ● Transition plans are completed and updated appropriately. ● Service information is entered accurately. ● Student demographic and program information is correct. ● State reporting requirements are met within designated timelines. Any identified errors are corrected promptly, and staff members receive technical assistance as needed. The district utilizes a systematic process for identifying, correcting, and preventing noncompliance. Noncompliance may be identified through: ●ul ● Internal file reviews ● GO-IEP monitoring reports ● Lead teacher reviews ● Administrative reviews ● State monitoring activities
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IDEA Performance Goals:

	• Parent concerns or complaints • Self-assessment activities When noncompliance is identified, the district develops and implements a corrective action plan that includes immediate correction of the individual student record when applicable and actions to ensure future compliance. Examples of corrective actions include: •ul • Reconvening IEP teams to address identified deficiencies • Correcting or revising IEP documentation • Updating transition plans and post-secondary goals • Completing missing documentation • Utilizing facilitated IEP meetings to address concerns and improve collaborative decision-making • Providing individualized coaching and technical assistance • Conducting targeted professional learning • Increased monitoring of staff implementation The Special Education Director tracks corrective actions and verifies completion within required timelines. Follow-up reviews are conducted to ensure noncompliance has been corrected and that similar issues do not recur. The district provides ongoing professional learning opportunities designed to strengthen compliance and improve the quality of special education services. Professional learning topics include: •ul • IDEA requirements and procedural safeguards • Special education eligibility procedures • IEP development and implementation • Facilitated IEP practices and collaborative meeting facilitation • GO-IEP documentation requirements • Transition planning and Indicator 13 compliance
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IDEA Performance Goals:

	• Progress monitoring and documentation requirements • Least Restrictive Environment (LRE) requirements • Evaluation and reevaluation procedures • Discipline procedures for students with disabilities • Data collection and reporting requirements • Correction of noncompliance and documentation practices New special education teachers participate in onboarding and mentoring activities focused on compliance requirements, district procedures, and GO-IEP processes. Due to the success of previous new teacher support efforts, the district will continue providing ongoing training and coaching throughout the school year. The district has identified Facilitated IEP implementation as a professional learning priority. Special education teachers, administrators, and related service providers receive training on strategies to improve communication, build collaborative relationships with families, increase parent participation, and conduct effective IEP meetings that result in meaningful educational planning for students. Professional learning is delivered through district-wide trainings, monthly lead teacher meetings, job-embedded coaching, technical assistance, facilitated IEP support, and individualized mentoring based on staff needs. The Special Education Director, Specially Designed Instruction Coach, and lead teachers collaborate to provide training, support implementation, and address identified compliance concerns. The district utilizes multiple layers of supervision and monitoring to ensure compliance with state and federal requirements. Monitoring activities include: •ul • Monthly review of annual review and reevaluation timelines through GO-IEP • Review of Indicator 13 transition requirements and transition plans • Monitoring implementation of Facilitated IEP practices and parent participation efforts • Ongoing monitoring of state reporting requirements and deadlines • Lead teacher review of IEPs prior to finalization • Internal compliance file reviews
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IDEA Performance Goals:

	● Monitoring implementation of corrective action plans ● Review of progress monitoring documentation ● Verification of service delivery documentation ● Monitoring of evaluation and eligibility timelines ● Review of accommodations and service implementation ● Monitoring of data accuracy prior to state submissions Lead teachers meet monthly with the Special Education Director to discuss compliance trends, identify areas of concern, review state updates, and develop support plans for staff members requiring additional assistance. The Special Education Director conducts regular reviews of district compliance data and collaborates with school administrators, lead teachers, and district specialists to ensure consistent implementation of procedures across all schools. Information gathered through monitoring activities is used to identify trends, provide targeted professional learning, improve district procedures, and ensure that students with disabilities receive services in compliance with all state and federal requirements. Through continuous monitoring, staff development, facilitated IEP implementation, data review, and corrective action processes, the Tattnall County School System will maintain a strong system of compliance that supports positive outcomes for students with disabilities and their families. !--a=1--!--a=1--!----comment node----!--a=1--
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

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

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY26 Title IV, Part A funds into Title IA in FY27.
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY26 Title IV, Part A funds into Title IA in FY27.
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY26 Title IV, Part A funds into Title IA in FY27.
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY26 Title IV, Part A funds into Title IA in FY27.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY26 Title IV, Part A funds into Title IA in FY27.
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