Comprehensive Needs Assessment
2020 - 2021 District Report

Atkinson County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Bob Brown
Multiple Program(s)	Federal Programs Director	Henry Brown
Multiple Program(s)	Curriculum Director	Edy Leverette
Multiple Program(s)	School Leader (#1)	Jarred Morris
Multiple Program(s)	School Leader (#2)	Anthony Davis
Multiple Program(s)	Teacher Representative (#1)	Debra Moore
Multiple Program(s)	Teacher Representative (#2)	Kira Adkins
McKinney-Vento Homeless	Homeless Liaison	Tonya Cecil
Neglected and Delinquent	N&D Coordinator	Tonya Cecil
Rural	REAP Coordinator	Edy Leverette
Special Education	Special Education Director	Lisa Strickland
Title I, Part A	Title I, Part A Director	Henry Brown
Title I, Part A	Family Engagement Coordinator	Mandy Giddens
Title I, Part A - Foster Care	Foster Care Point of Contact	Tonya Cecil
Title II, Part A	Title II, Part A Coordinator	Edy Leverette
Title III	Title III Director	Henry Brown
Title IV, Part A	Title IV, Part A Director	Edy Leverette
Title I, Part C	Migrant Coordinator	Henry Brown

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	NA
Multiple Program(s)	Testing director	Lisa Strickland
Multiple Program(s)	Finance director	Lessie Youngblood
Multiple Program(s)	Other federal programs coordinators	NA
Multiple Program(s)	CTAE coordinator	Joey Floyd
Multiple Program(s)	Student support personnel	NA

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	NA
Multiple Program(s)	High school counselor / academic counselor	Ashleigh Hunter
Multiple Program(s)	Early childhood or Head Start coordinator	Lisa Strickland
Multiple Program(s)	Teacher representatives	Kim Chavis
Multiple Program(s)	ESOL teacher	Dana Giddens
Multiple Program(s)	Local school governance team representative (charter systems only)	NA
21st CCLC	21st CCLC program director	NA
21st CCLC	21st CCLC site coordinator or data specialist	NA
Migrant	Preschool teacher	Tavita Carachure
Special Education	Student success coach (SSIP)	Lisa Strickland
Title II, Part A	Human resources director	Edy Leverette
Title II, Part A	Principal supervisors	Edy Leverette
Title II, Part A	Professional learning coordinators	Edy Leverette
Title II, Part A	Bilingual parent liaisons	Abigail Toribio
Title II, Part A	Professional organizations	NA
Title II, Part A	Civil rights organizations	NA
Title II, Part A	Board of education members	Mark Mckinnon, Danny Smith, Danny Hodges, Shirley Cooper, Landon Meeks
Title II, Part A	Local elected/government officials	Sammy Newsome
Title II, Part A	The general public	Candie McKinnon
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	Brianna Gillis
Title III	Representatives from businesses employing non-English speakers	Kay McCranie
Title IV, Part A	Media specialists/librarians	Brittany Shook
Title IV, Part A	Technology experts	Jeffery Harrell
Title IV, Part A	Faith-based community leaders	Lance Taylor

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Vincent Lane (8th), Julie Vining (9th), Iann Pearce (10th), Bryan Taft (11th), Lizzy Perez (12th)
Multiple Program(s)	Private School Officials	Citizens Christian Academy - Sue Harper, First Academy - Kimberly Lott, and Valwood - John Davis.
Migrant	Out-of-School Youth and/or Drop-outs	Dayana Perez, Katerina Quej, and Manuel Garcia.
Title I, Part A	Parent Representatives of Title I Students	Keisha Johnson, Dawn Hall
Title I, Part A - Foster Care	Local DFCS Contacts	Kelley Harmon
Title II, Part A	Principals	Melissa Wilbanks, Calandra Holmes, Jarred Morris, Anthony Davis
Title II, Part A	Teachers	Debra Moore, Laura Brown, Sheena Liles, Whit Stewart
Title II, Part A	Paraprofessionals	Dorothy Harris, Julie Horton, Valerie Harper, Kayla Wise
Title II, Part A	Specialized Instructional Support Personnel	Garrett White, Ashleigh Hunter
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Atkinson County Family Connections, Atkinson County 4-H, Atkinson County Extension Office, Satilla Regional Library
Title I, Part A	Parents of English Learners	Jose Contreras, Marlene Orihuela, Amalia Carrillo and Alicia Indili

Recommended and Additional Stakeholders

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Okefenokee RESA - Greg Jacobs, Elizabeth Oliver, Dana Robins, Rhonda Robbins, Stephany Smith
Multiple Program(s)	Technical, college, or university personnel	Brianna Gillis
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	WES- PES - ACMS- ACHS-
21st CCLC	21st CCLC advisory council members	NA
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	Concerted Services/ Atkinson County Head Start - Trecinski Jones
Migrant	Migrant PAC Members	President - Amalia Carillo, Vice President - Karen Garcia, and Secretary - Tania Morales.
Migrant	Local farmer, grower, or employer	Justin McClellan
Migrant	Family connection representatives	Family Connection Coordinator - Jennifer Brown
Migrant	Local migrant workers or migrant community leaders	Lee Chancey
Migrant	Farm worker health personnel	John Rowe
Migrant	Food bank representatives	Salvation Army - Parette Morris
Migrant	Boys and Girls Club representatives	Atco Recreation Department - Ray Lanier
Migrant	Local health department representatives	Donna Smeltzer
Migrant	ABAC MEP consortium staff	NA
Migrant	Migrant high school equivalence program / GED representatives	Brianna Gillis
Migrant	College assistance migrant programs	Marilyn Cascio
Neglected and Delinquent	Residential facility(ies) director(s)	Tonya Cecil
Special Education	Parents of a student with disabilities	Maria Rowe
Special Education	Parent Mentors	NA
Title II, Part A	School council members	Joanne McCray, Lee Chancey, Keyshia Johnson, Brooke Stone, Carol Durrance, April Hodges, Robert Johnson

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 inclusive group with varied perspectives participated in they process. Stakeholders from a wide range of roles were encouraged to actively participate in the needs assessment process. Parents representing various subgroups of students, and school system personnel from a wide range of positions were provided multiple forms of participation in their native languages. Identified barriers to participation were alleviated with the provision of transportation by the system, translators, child care providers and varying times and dates for face to face meetings.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders will continue to be involved throughout the process by the collection of input in various methods, such as: social media, district website, written surveys with open ended comment sections, focus groups designed to make parents and students feel welcome and encouraged to provide input, representatives from the school system will continue to be active participants in community organizations, and input from stakeholders will be shared with all district team members for the collective resolution to identified needs and areas of concern. Team members were allowed to give input orally, by email, by mail, and by phone.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards.District staff work to build the capcity of school staff to lead curriculum design efforts.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
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	1. 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	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	3. 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	4. 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	1. 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	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	4. 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	1. 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	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	3. 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	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.29
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.	2.14
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.08
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.	2.11
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
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.	2.02
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.	2.03
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.	2.11
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.86
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.	2.29

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.	2.14
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.14
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.17
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4.Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.14
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.14
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:: TLE Electronic Platform (FY19)	

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.	2.1
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.	2.17
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.02
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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.	2.86
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.02
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1.Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.86
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.	2.29
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.	2.14
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.14
6.Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2
7.Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	2
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

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.	2.1
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.	2.08
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.	2.11
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.04
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.	2.02
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.	2.03
7.Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.21
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.	2.11
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.	2.17
10.Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.02
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source::** TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Surveys (Title I Parent Survey, School Administered Student Survey, Health Survey, Stakeholder Survey), Suggestion boxes(at each school site and at all meetings), Social Media post and replies(Web-page, Facebook, Twitter), Stakeholder community meeting input, Parent Listening Meetings, Migrant Focus Groups, and Parent/Teacher/Administrator interviews.

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 RTI, ESOL, classroom management and content areas. Staff members do believe that 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. Exit survey data indicated that employees feel supported by administration, both school and central office, and believe that district facilities are well maintained and have nice appearance. They believe that adequate professional learning is provided in order for them to effectively provide instruction and they feel fortunate that our school district has been well supplied with technology resources. The parent and community stakeholders indicated that they have opportunities to become engaged in activities to support teaching and learning initiatives. Parents prefer notification text and Remind 101. Parents also use school signs and the school websites fro info access. Migrant families often cannot come to meetings because of work schedules and lack of transportation. Parents like access to Infinite Campus to access current student information. We use various methods to communicate with families/community and always provide letters home for parents with no internet which are always in the parents home language. Parents are always willing to volunteer at the schools. We use PAC meetings to sign parents up with Infinite Campus. Our parent involvement coordinator is in attendance to help the parents sign up and learn the program. Survey data shows that leadership, teachers,, and paraprofessionals agree that lack of parent involvement/parent skills contribute to poor academic performance.*

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)	-Strategic Plan -Schoolwide Improvement Plans -Policies/Procedures -Data Profile -Equity Plan -Budgets

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?")	By analyzing our process data, Atkinson County School District can determine the strengths and weaknesses of all of our programs and policies. We are continually working to improve our areas of need which often include our Special Education, Economically Disadvantaged (ED), English Learner (EL), and Migrant students. This process allows us to ensure processes are in place and being followed to guarantee effective collaboration is occurring across the district to ensure/promote student achievement in all subjects, but especially in the core content areas of Math and Reading.

What achievement data did you use?	-Assessment Scores (EOG Milestones, EOC MIlestones, Access for EL's, GAA, EOP, SAT/ACT -CCRPI -Graduation Rate -Drop-Out Rate -Pathway Completers -Migrant Student Performance -ESOL Student Performance -Move On When Ready (MOWR) Participation -Hope Scholarship Eligibility

What does your achievement data tell you?	Atkinson County needs to build capacity for all of our administrators in the area of instruction. We need to establish a clear process for monitoring and evaluating our programs. Our analysis of the TAPS results in our data set indicate lowest performance rates on the areas of assessment strategies and assessment use. The district needs to establish common instructional expectations across the system. More formative assessments are being done in the classroom to help improve remediation/acceleration processes. There is a gap between students with disabilities and all subgroups in all academic areas. Migrant and Economically Disadvantaged (ED) students with additional instruction such as after school and summer school make the largest gains, but still struggle academically especially in the upper grades. EL students learning the English language struggle academically. The district strategic plans, district improvement plan, and school wide improvement plans have goals and expectations to help increase student achievement in all

	academic areas, with ELA and Math being primary subjects of focus, Our efforts should be focused on helping those students achieve at the levels of proficient and distinguished.

What demographic data did you use?	-Student Demographic Reports (Racial/ethnic subgroups, Special Education) -Lunchroom application information for poverty -Program enrollments -FTE counts -Per Pupil Expenditures -Financial Efficiency Star Rating -Kids Count Data

What does the demographic data tell you?	Over 85 percent of our students come from poverty. According to the latest Kids Count Data, Atkinson County students rank 153rd out of 159 counties in regard to "Children Whose Parents Lack Secure Employment". Atkinson County has the largest percentage of EL students in our RESA District and a large special education population. Atkinson County has plans in place for identifying all students who have individualized learning plans. The process to refer students is tedious and time-consuming. Being a rural South Georgia community with little industry, we do not generate a lot of tax dollars. The school district cannot control external factors such as lack of industry and poverty in our community. We can only provide the best education for our students with the money allotted. We need educational resources for ALL our students. The district depends heavily on state and federal funds to help provide the resources needed for our students to be successful. Atkinson County does not have the luxury of providing large incentives for quality teachers to come to our district. The system needs to keep providing professional development to our staff in order for our system to meet the goals and expectations of our strategic plan. We will continue to stretch every dollar to best meet the needs of our students as best as we can.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Important student trends and patterns include: analyzing formative and summative assessments, student/class profiles, student work, interventions for struggling students, standards based feedback from teachers and students. Important teacher trends and patterns include: receiving constructive feedback of classroom observations by both school administrators and peer teachers, collaborative planning schedules and team meetings, refining common formative and summative assessments, identifying key vocabulary for all content areas by grade level. Important leader trends and patterns include: reflecting on current leadership practices, reviewing and adjusting school wide instructional framework with input from all stakeholders, monitoring and providing instructional feedback to teachers.

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?	School and system level administrators have established open lines of communication. School leaders feel valued and supported by the superintendent and system administrators and are thus comfortable in trying innovative strategies to increase student achievement at their respective school sites based on identification of student needs. System administrators provide timely updates from GA DOE to school level administrators. Allocations of resources from the district level to the school level are adequate to sustain ongoing improvement efforts. Input from a variety of stakeholders is gathered and analyzed in an ongoing process throughout the school year to inform decisions of the superintendent and system leadership. School level and system level administrators frequently communicate and work with Okefenokee RESA consultants who support them with the identification of student, teacher, and leader needs. Currently, the entire district is working to strengthen PLC's, mentor new teachers, and build leader capacity.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All teachers are provided with numerous opportunities and resources to support their professional growth. The school administrators and district leaders support the needs of all students, teachers, and leaders by advocating team building, cultivating leadership, and promoting collaboration in a safe and cooperative climate for learning. Teachers are taking leadership roles at the school and district level. During the the FY15 and FY16 school years all teachers within the system were teaching in their content field of certification. The system adheres to the GAPSC certification rules although a waiver is in place to allow exemption. Teacher retention rates are significantly above state averages at all school sites. The district has a relatively well experienced teaching staff with district averages consistently below state averages of inexperienced teacher rates. ESOL, Migrant, and SPED teachers are required to complete additional professional learning to address specific needs of the students.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Multiple opportunities for active parent participation are provided at all four school sites in the form of informational workshops. The school system supports parent and community engagement with the allocation of funds to provide a Parent Involvement Coordinator, materials/supplies necessary for successful parent workshops at all four schools, and multiple methods (phone tree, websites, flyers, electronic message boards) of communication with parents.)Parent participation deceases significantly at the middle school and high school level.The majority of parent workshops are solely for the distribution of information.Both written and electronic parent and community surveys provide opportunities for input.It is important to continue to provide information and notices to parents in both English and Spanish due to the high percentage of non-English speaking parents of students in our schools. The on-line parent portal gives families full access to grades, assignments, progress monitoring and communication. Based on parent surveys they feel they do have opportunities to give input and are provided with the district and school documents.

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?	A positive climate exists between school and system administrators which supports open communication in identifying & relating student, teacher and leader needs. School leadership positions are staffed with highly qualified administrators. The system level administrators are active partners & participants in school level academic team meetings, grade level discussions, and periodic reviews of student achievement data. The superintendent & BOE are receptive to innovative solutions to identified student needs when the solutions are supported by data proving them to be effective when implemented with fidelity. Input from parents, community members, teachers, students, & school leaders is valued by the superintendent and system administrators. System will continue to implement the instructional framework which outlines the system's best practices regarding teaching & learning especially concerning a growing population of EL, migrant, and SPED

Strengths and Challenges Based on Trends and Patterns

	students. Extensive support for students is provided by a variety of programs and support staff.

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 growth in the EL student population is a trend that the District will need to continue to address through teacher/leader training. The training will need to be focused on best instructional strategies for EL students, as well as growing teacher/leader cultural awareness of students coming from diverse backgrounds. District administrators provide timely and accurate updates of program guidelines to school level administrators in a variety of notification methods. District administrators support the school level requested purchases of necessary instructional resources (time, staff, materials, training, software) in a timely manner. A collaborative approach to the equitable allocation of federal and state funds to schools exists at the district level among program directors, the superintendent and the board of education. Atkinson County is low poverty community. The majority of residents commute 15-30 miles to work each day. There is very little industry in the county. ACS has large migrant and ESOL population. Most families rent or live in substandard mobile homes. Low percentage of post high school education among families. Student health and well-being is a concern as there is no longer a dedicated grocery store in the entire county. In order for families to obtain groceries from a dedicated grocery store, they must travel 36 miles round trip.

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?	There is a common area of concern and need of improvement in the content area of English Language Arts/Reading at a system level as made evident by the achievement gap of both the subgroup of SWD and the subgroup of English Learners across the elementary, middle and secondary grade levels. An in-depth comparison of three years of system and school data will continue to be an important method of identification of student, teacher and leader needs. The practice of on-going, systematic monitoring by system and school leaders for the successful implementation of instructional support interventions, appropriate & effective use of resources targeting student needs, and alignment of professional learning to support and improve instruction designed to address specific student needs will be continued during the 2019-20 school year.

IDEA - Special Education

IDEA - Special Education

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

Strengths	The co-teaching model classroom has been implemented for four years at PES, ACMS, and ACHS to further support students with disabilities through a variety of instructional and delivery models. Additional co-teaching support by RESA will be available to ACMS and ACHS for the upcoming year. All co-teachers will participate in the co-teaching modules provided by GaDOE to further enhance co-teaching practices.
	Students with significant cognitive disabilities are provided instruction using the Unique Learning curriculum program. The district is considering another curriculum program, Encore, for K-5th grade students for the upcoming year.
	All schools within the district have an Extended Learning Time (ELT) that allows for extra support, intervention, and/or enrichment for students. At the middle and high schools, special education teachers or paraprofessionals work with students who have IEPs during ELT.
	The district has purchased a new IEP goal-writing system, Goalbook. With this purchase and new initiative, teachers will have a valuable resource for writing meaningful and appropriate IEP goals based on students' needs and skill set.
	Select staff are participating in FBA and BIP training at RESA. The staff will redeliver the training to all special education staff. The training will allow staff to write effective BIPs to help improve and support students with behaviors that are interfering with their learning.
	All students' eligibilities are being reviewed by the district. Students who have not had a comprehensive evaluation in more than three years are being considered for comprehensive evaluations in the upcoming 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. Watch the Identifying Need webinar for additional information and guidance.

Challenges	The special education department has eight new teachers for the upcoming year. While some of the teachers have previous special education experience, others are new to education or the special education program. New teachers will be assigned to a mentor to provide day-to-day support. Additional training will be required which will include but is not limited to: GO-IEP, local procedures, co-teaching delivery models, writing compliant IEPs.
	The students with disabilities at the elementary levels need specialized instruction by special education staff. There is an ELT for elementary students; however, they often remain in the general education setting with little or no special education support during that time. There is limited additional time in the special education teachers' schedules to provide services outside of the required services in a student's IEP.
	Seven of the eight new teachers are at the middle and high schools. Due to the number of new teachers, the remaining teachers can only have limited extra duties and responsibilities and remain effective in the classrooms and with students. As a result, roles such as a Transition Coordinator, Assistive Technology Coordinator, and some others are difficult to fill.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	All schools are Title I Schoolwide. This allows for increased flexibility in allocation of funds to support academic strategies, services, and supplies across grade levels. Class size reduction teachers are funded at both elementary schools and the middle school according to the demonstrated need of grade level and content area. Implementation of strong PLC's. Common assessments among grade levels. Quality software programs help to provide data to better see the needs of the students.

Challenges	- Implementation of strong PLC's - Quality literacy instruction and interventions - Students performing below grade level especially in ELA - Due to high number of low socioeconomic students, basic human needs not being met outside of school.

Title I, Part A - Foster Care

Strengths	- Foster care transportation plan - Family Connections Coordinator actively involved as liaison between schools and DFCS. - Having a school social worker and counselors who can identify and support students placed in the foster care program. - Policies in place to support foster students.

Challenges	- Lack of continuous communication with DFCS. - Funding for transportation of foster care students outside of county.

Title I, Part A - Parent and Family Engagement

Strengths	- Full time parent involvement coordinator. - Parent involvement plans for school and district. - Strong parent involvement elementary level - Multiple opportunities for parent engagement and participation in school functions.

Challenges	- Parent involvement at middle school and high school. - Language barriers due to high population of ESOL Students. - Parent attendance at meetings is low due to a large number of parents who work long hours and weekends as common laborers.

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

Strengths	Migrant students in grades 1-9 are administered the STAR Reading and Math benchmark assessments upon enrollment in the system. This assessment provides a baseline to provide instruction. MSIX is used to facilitate interstate and intrastate exchange of information. Constant communication with children's parents and with the youth is essential to better serve most migratory families. This is monitored electronically and by written records. SSP's follow local policies that are in place to ensure students are enrolled as soon as possible and assist with any barriers. Supplies are provided for

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

	children to ensure they are successful when they enter the classroom. Records are updated. For out of school youth, health information and English lesson plackets are given as well as a health kit.

Challenges	The migrant lifestyle of our students often lead to educational challenges, including language barriers, interrupted schooling, lack of school readiness and low parental education attainment. . These migrant students that are in our school system are often coming from families that struggle to overcome these challenges while living a mobile lifestyle. Many of our migrant students are English language learners (ELLs), these students are unable to communicate fluently in English which makes learning academic content in English difficult, as they have to learn the English language as well as course material.

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

Strengths	-School-wide free lunch program -School social worker an counselor at each school -Active Family Connections Program

Challenges	-Identifying students -Lack of resources -Out of county DFCS office

Title II, Part A - Supporting Effective Instruction

Strengths	The district is transferring 100% of its Title II, Part A funds to Title V, Rural and Low Income Schools -Teacher mentoring program -System Advisory Team formed and meets monthly -Co-Teaching Model Classroom Cohort -Job embedded technology training -Teacher support for PLCs -On-going K-12 ELA professional development

Title II, Part A - Supporting Effective Instruction

	-Leadership development through Growing Leaders through RESA, GAEL Aspiring principals and GSSA superintendent program.

Challenges	-Low number of applicants for positions (especially minorities and bi-Lingual) -Lack of amenities for new hires

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 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 strong and dedicated ESOL teachers, who dedicated to help the students succeed. Student ACCESS scores have risen and these scores have added points to each school's CCRPI score. Teachers attend professional development each year and redeliver the updates and teaching strategies. We have four teachers that provide push-in throughout the district and we have five elementary classrooms at Pearson Elementary that are solely devoted to serving ESOL students due to the large population of ESOL students in that school. Our superintendent has provided us with many more ESOL teacher than we are required by the state using local funds. ESOL teachers meet with the ESOL Director each semester for PLC/updates. We plan our ESOL PD and delivery based upon information received during WIDA workshops. We feel this will promote student achievement on the ACCESS test as well as the Georgia Milestones.

Challenges	Our biggest challenge is scheduling ESOL teachers at our schools that only have one or less ESOL teacher. Willacoochee Elementary has a retired teacher working 25hrs per week and Atkinson County High School and Atkinson County Middle School share one full time person. The ESOL population at these schools are not as large as Pearson Elementary, but having only one person to push-in to many places is difficult. Teacher schedules also limit opportunities to plan with regular education teachers. Another challenge is getting additional core academic teachers to sign up the ESOL endorsement. The superintendent has offered to pay for the ESOL certification test with local funds, but most teachers are worried that with the additional certification they will have to do additional paperwork.

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

Strengths	-Social worker to provide services to students and families -Atkinson County Family Connections actively provides support -Active community organizations that provide resources

Challenges	-identifying students -One social worker provides services for entire county that has four schools

Title I, Part A - Equitable Access to Effective Educators

Strengths	The System Leadership Team (SLT) meets monthly and one focus is to analyze data to agree on key indicators of teacher staffing and quality to understand the district's distribution of teachers -SLT chooses focus areas based on data trends, including key teacher inequalities and schools impacted -SLT identify root causes. -SLT sets equity-oriented goals with clear outcomes that system can commit to improving. -SLT discusses and selects strategies to reduce inequalities. -SLT develops process for monitoring strategies that are implemented.

Challenges	- Turnover of leadership within the district - Largest ever amount of teacher turnover as we begin FY20. -Strategies

Title IV, Part A - Student Support and Academic Enrichment

Strengths	The district is transferring 100% of its Title IV, Part A funds to Title V, Rural and Low Income Schools ● Schools and district provide a safe, supportive, and welcoming learning environment ● Schools and district provide well-rounded education opportunities including visual arts and drama ● Schools and district boast 1/1 technology status

Title IV, Part A - Student Support and Academic Enrichment

Challenges	• Closing the achievement gap for economically disadvantaged students and subgroups • Even with assistance from Title IV, Atkinson County's per pupil expenditure is still below the state average • Meeting the diverse needs of our population In FY19, Atkinson County's Title IV, Part A funds were transferred to Title V, Part B. Atkinson County School System plans to transfer Title IV, Part A funds to Title V, Part B again in FY20. One area of concern identified during the CNA process was the need for personalized learning especially for migrant students, English Learner (EL) students, and the large concentrations of children from low-income families. By combining the funds, Atkinson will increase the capacity of the LEA to improve the use of technology in order to improve the academic achievement and digital literacy of all students. Atkinson County is in the process of implementing new school- and district-wide approaches to inform instruction, support teacher collaboration, and personalize learning. With a high economically disadvantaged, migrant, and English Learner (EL) population, Atkinson County must develop and implement specialized, rigorous academic courses using technology and other evidence-based approaches. By transferring Title IV, Part A funds to Title V, Part B, Atkinson intends to most effectively address the unique needs of the LEA.

Title V, Part B - Rural Education

Strengths	• Assists our small rural county to provide resources and technology to assist in the improvement of instruction and student achievement • Helped our county achieve 1/1 technology status • Helps to level the playing field in providing needed funding to small districts, such as Atkinson County

Challenges	• Even with assistance from Title V, Atkinson County's per pupil expenditure is still below the state average • Closing the achievement gap for economically disadvantaged students and subgroups • Meeting the diverse needs of our population

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Ensure all students are on or above grade level in ELA
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	

Overarching Need # 2

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

Additional Considerations	

Overarching Need # 3

Overarching Need	Effective instruction for all students
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3

Additional Considerations	

Overarching Need # 4

Overarching Need	Improve Lexiles of Economically Disadvantaged & Subgroups
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Ensure all students are on or above grade level in ELA

Root Cause # 1

Root Causes to be Addressed	A lack of systematic ELA Scope & Sequence
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of specialized instruction at Tier 3 (ESOL / SPED / Gifted)
This is a root cause and not a contributing cause or symptom	No
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

Root Cause # 2

Impacted Programs	Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	Lack of consistent parent involvement at middle and high school grades

Root Cause # 3

Root Causes to be Addressed	Lack of effective PLC's in ELA
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Overarching Need - Increase graduation rate of SWD (SSIP)

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Transition from Tier 2 to Tier 3 is not smooth; lacking identifiable goals on data
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Parent involvement is not as strong in the upper grades as the lower grades
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Lack of specialized instruction at Tier 3
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	

Overarching Need - Effective instruction for all students

Root Cause # 1

Root Causes to be Addressed	Need consistent curriculum implementation and development
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Need job-embedded training to address the cultural dynamics within the school system
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Need to consistently evaluate teachers and programs in the school system
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Others :

Additional Responses	

Overarching Need - Improve Lexiles of Economically Disadvantaged & Subgroups

Root Cause # 1

Root Causes to be Addressed	Need to have consistent literacy block practices and procedures district-wide
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Inconsistent use of assessment to determine and help in the improvement of Lexile levels
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

Root Cause # 3

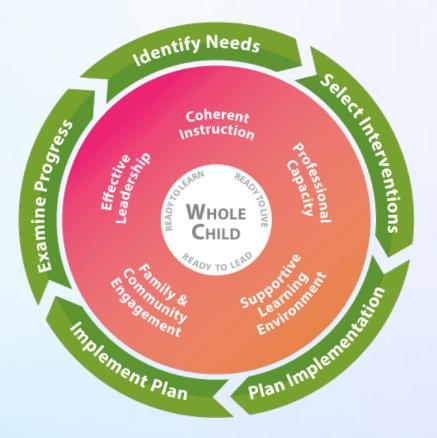|	
Root Causes to be Addressed	Need to provide professional learning opportunities for career advancement in the areas of: School Leadership, ESOL Endorsed Teachers, and SPED Endorsed teachers
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	

District Improvement Plan
2020 - 2021

Atkinson County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Atkinson County
Team Lead	Henry Brown

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
	Traditional funding (all Federal funds budgeted separately)
✓	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
	'FUND 400' - Consolidation of Federal funds only

Transfer Title II, Part A to:	
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	

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

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)

3. DISTRICT IMPROVEMENT GOALS

3.1 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Ensure all students are on or above grade level in ELA
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A lack of systematic ELA Scope & Sequence
Root Cause # 2	Lack of effective PLC's in ELA
Root Cause # 3	Lack of specialized instruction at Tier 3 (ESOL / SPED / Gifted)
Goal	By the end of 2019-2020, all schools will increase their CCRPI score on the ELA Performance Indicator by 2 points.

Equity Gap

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

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

Action Step # 1

Action Step	Professional learning will be provided both on-site and at Okefenokee RESA. Some additional off-site trainings have been approved by the Title IIA Director with emphasis on items directly related to the identified equity gap and methods of proven effective professional development delivery methods.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Universal Screening Results; EOC ELA scores; EOG ELA scores; TKES data
Method for Monitoring Effectiveness	Universal Screening Results; EOC ELA scores; EOG ELA scores; TKES data
Position/Role Responsible	ELA Teachers, Title IIA Director, Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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)?	Through our L4GA Grant, the Atkinson County School System, Atkinson County Family Connection and various area agencies and businesses will be involved in a district literacy initiative to promote and advance Literacy in Atkinson County.

Action Step # 2

Action Step	By the end of 2019-2020, all K-8 ELA courses will have a scope and sequence.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Continual PLC work to develop and refine Scope & Sequence; Walk-Throughs and Evaluations; TKES
Method for Monitoring Effectiveness	Walk-Throughs and Evaluations; TKES
Position/Role Responsible	ELA teachers, RESA Staff, Administrators, District Curriculum Team
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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	Implementation of ELA PLC's throughout the district
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas & Minutes; Walk-Throughs and Evaluations; TKES; EOG Scores, EOC Scores
Method for Monitoring Effectiveness	Walk-Throughs and Evaluations; TKES; EOG Scores, EOC Scores
Position/Role Responsible	ELA Teachers, RESA Staff, Administrators, District Curriculum Team
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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

3. DISTRICT IMPROVEMENT GOALS

3.2 OverarchingNeed # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase graduation rate of SWD (SSIP)
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Lack of specialized instruction at Tier 3
Root Cause # 2	Parent involvement is not as strong in the upper grades as the lower grades
Root Cause # 3	Transition from Tier 2 to Tier 3 is not smooth; lacking identifiable goals on data
Goal	The percentage of Students with Disabilities graduating with a regular diploma at the end of the 2020 school year will increase by 3%.

Action Step # 1

Action Step	Implementation of district-wide SPED PLC's
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas, Minutes, Sign-In Sheets; Walk-Throughs and Evaluations; TKES; EOG Scores; EOC Scores
Method for Monitoring Effectiveness	Walk-Throughs and Evaluations; TKES; EOG Scores; EOC Scores
Position/Role Responsible	SPED Teachers, Administrators, SPED Director
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Action Step # 1

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

Action Step # 2

Action Step	ASPIRE: Full implementation at all four schools
Funding Sources	Title V, Part B IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk-Throughs & Observations; TKES; Student Work Samples
Method for Monitoring Effectiveness	Walk-Throughs & Observations; TKES; Student Work Samples
Position/Role Responsible	SPED Teachers; Administrators, SPED Director
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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	Professional learning will be provided both on-site and at Okefenokee RESA. Some additional off-site training have been approved by the Special Education Director.
Funding Sources	Title V, Part B IDEA
Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Walk-Throughs & Observations; TKES; Student Work Samples
Method for Monitoring Effectiveness	Walk-Throughs & Observations; TKES; Student Work Samples
Position/Role Responsible	SPED Teachers; Administrators, SPED Director
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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 OverarchingNeed # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Effective instruction for all students
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Need consistent curriculum implementation and development
Root Cause # 2	Need job-embedded training to address the cultural dynamics within the school system
Root Cause # 3	Need to consistently evaluate teachers and programs in the school system
Goal	By the end of FY20 school year, all students will show gains towards becoming a proficient or distinguished learner in ELA as measured by GMAS.

Action Step # 1

Action Step	Create a clear process to ensure that effective instruction is occurring at each tier.
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Written practices and procedures; System MTSS Team do develop and refine MTSS process
Method for Monitoring Effectiveness	Walk-Throughs & Observations;
Position/Role Responsible	District MTSS Team; School MTSS Team; Administrators
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly

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

Action Step # 2

Action Step	Evaluation of instructional effectiveness through use of new ELA universal screeners - Dibels Next (K-2), Reading Inventory (3-12)
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas & Minutes; SAT Team Data Analysis
Method for Monitoring Effectiveness	Walk-Throughs & Observations;
Position/Role Responsible	ELA Teachers, Content Area Teachers, Administrators, SAT Team, District Curriculum Team
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly

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

3. DISTRICT IMPROVEMENT GOALS

3.4 OverarchingNeed # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Lexiles of Economically Disadvantaged & Subgroups
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistent use of assessment to determine and help in the improvement of Lexile levels
Root Cause # 2	Need to have consistent literacy block practices and procedures district-wide
Root Cause # 3	Need to provide professional learning opportunities for career advancement in the areas of: School Leadership, ESOL Endorsed Teachers, and SPED Endorsed teachers
Goal	Increase the number of students reading on grade level by the end of FY20 by 2%.

Equity Gap

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

Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders

Action Step # 1

Action Step	Professional Development / PLC's on understanding the components of a balanced literacy plan
Funding Sources	Title I, Part A Title I, Part C Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas, Minutes, & Sign-In Sheets, Walk-throughs and Evaluations, TKES
Method for Monitoring Effectiveness	Walk-Throughs & Observations; TKES; Student Work Samples
Position/Role Responsible	ELA Teachers, RESA Staff, Administrators, District Curriculum Team, Title II Director
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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

Action Step # 2

Action Step	Creation of a District Wide Literacy Plan
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas & Minutes from District Literacy Meetings; Agendas & Minutes from ELA; Development and refining of District Literacy Plan
Method for Monitoring Effectiveness	Walk-Throughs & Observations; TKES; Student Work Samples
Position/Role Responsible	District Curriculum Team, RESA Staff, L4GA District Literacy Team, ELA Teachers, Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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)?	Through our L4GA Grant, the Atkinson County School System, Atkinson County Family Connection, and various area agencies and businesses will be involved in a district literacy initiative to promote and advance Literacy in Atkinson County.

Action Step # 3

Action Step	Build master schedule to support balanced literacy
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly SLT Meetings; Consultation and approval of RESA ELA Consultant
Method for Monitoring Effectiveness	System Leadership Team discussions.
Position/Role Responsible	District Curriculum Team, Administrators, RESA ELA Consultant
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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

Action Step # 4

Action Step	Provide professional learning opportunities for career advancement for teachers and school leaders especially in ESOL, Gifted, and Leadership
Funding Sources	Title I, Part A Title I, Part C Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	RESA logs of participation, GACE Tests Taken to add fields of certification, GAPSC updated cerificates with new fields added
Method for Monitoring Effectiveness	System Leadership Team discussions.
Position/Role Responsible	Administrators, Title II Director, SPED Director, ESOL Director
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

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

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, PQ

Required Questions

Stakeholder Involvement to Improve and Coordinate 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 district is transferring 100% of its Title II, Part A funds to Title V Part B Rural Education program The Atkinson County School System has developed this plan with the collaboration of all stakeholders including directors, teachers, support staff, administrators, parents, higher education representatives, business partners, community members, the Board of Education, and students. All stakeholders are solicited for their input and feedback via annual surveys, community meetings, strategic planning meetings, district team meetings, school level leadership team meetings, school council meetings, and PAC meetings . From May to July stakeholders are invited to a series of Strategic Planning meetings where goals and strategies are shared and input is received. Stakeholders reviewed existing trends and patterns, determined needs, completed root cause analysis, and provided input for action steps for the five systems of continuous improvement. Meetings with stakeholders also provided opportunities to determine effectiveness of current practices, recommend changes, and identify future needs for student achievement, improving the quality and effectiveness teachers and leaders and their ability to increase academic achievement, as well as, providing students with greater access to effective teachers and leaders. The information obtained from this meeting is used with other data collected during the comprehensive needs assessment to complete the district improvement plan. Data collected includes: student achievement data; surveys (student, parent, teacher, and community); Atkinson County Data Profile, Climate Ratings, teacher/leader effectiveness data (TKES,LKES). Surveys contain questions about the academic status of our students, parental engagement, teacher/leader effectiveness, and professional development at school/district. Barriers to student achievement, areas of inequity, identification of interventions, recruitment needs, teacher quality, and leadership development needs are examined to assure that all students have equitable opportunities to quality instruction through highly qualified teachers and leaders. Professional development needs are determined by perception surveys, achievement data, equity data, and TKES, then prioritized based on student need. The Title IIA Director serves on the team in order to ensure the purpose of Title IIA is addressed along with equity indicators. The Title IIA Coordinator collaborates with program directors and the Superintendent to coordinate LEA activities and funding, for example, providing training on instructional strategies for EL teachers with Title IIIA and VB funds.

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)	During the CNA process, data regarding ineffective, out-of-field, or inexperienced teachers was analyzed and evaluated. CPI reports, CCRPI reports, equitable class sizes, teacher retention, teacher experience/effectiveness across the system and system/school level data was used while planning for equitable learning opportunities for all students. System and school leadership teams, parent involvement groups, school councils, and community groups worked together to create school and system level improvement plans that will ensure low income and minority students receive equitable service.

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: ● how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; ● how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; ● how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); ● how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and ● what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.	Action Steps will be created based off the strengths and weaknesses determined by the professional growth, goals, and plans. These action steps will be used to build the capacity of administrators, teachers, and paraprofessionals in Atkinson County. Job-embedded training in Literacy will assist with professional growth plans for regular education and special education at the site level. Monitoring will take place monthly by site administrators and the District Literacy Team. This will ensure that staff members are being trained and have the tools needed to be effective in their position thus impacting student achievement. All staff members in Atkinson County are provided opportunities for collaborative, job-embedded learning. The capacity of leaders will continue to be developed throughout the FY20 school year with PLC feedback support provided through our Okefenokee RESA. PLC sessions will be planned and scheduled so that skills such as observing flexible grouping, differentiated instruction, and different learning groups as teachers and leaders observe classrooms together, and then have discussions over practices observed in the Model Classroom. Additional district level and school level PLC's will focus on protocols for the analysis of data, planning for instruction, and giving teacher and/or student feedback.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	The Atkinson County School System will waive certification for all teachers for the FY20 School year, except Special Education, ESOL and CTAE. 1. CTAE teachers will use GAPSC guidelines for certification. 2. GA certification requirements for Special Education teachers and ESOL teachers will be adhered to.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Minimum professional qualifications required for employment of teachers for whom certification- -Clearance certificate -Bachelor's degree -

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	NA

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: ● coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and ● work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	CTAE Program: ● Consists of instructional strategies that provide learning opportunities that develop realistic skills needed in career and technical areas. ● Provide career building activities: job shadowing and career day ● Work-based learning program

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.	Atkinson County has improved it's discipline practices during the last 3 years. In order to reduce the overuse of discipline practices that remove students from the classroom, Atkinson has taken several steps to address this concern. 1. During the FY19 school year, ISS was held on campus at the middle/high school level for minor offenses. 2. Alternative Behavior Educator (ABE) was implemented at all school sites during the FY19 school year. 3. All SPED students removed from class for any infraction must have a removal Form filled out by the SPED student's case manager and sent to the special education director. All 3 of these steps have been effective in helping to lower the number of times students are removed form the classroom. ABE provides the student with instruction on how to replace the inappropriate behavior with the appropriate

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

	behavior.
	According to data, Atkinson's discipline rates are significantly below the state.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: ● **coordination with institutions of higher education, employers and local partners; and** ● **increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.**	Transition: From MIddle to High School: ● All students must complete the required BRIDGE law activities: conversation with middle school counselor to map out an Individual Graduation Plan (IGP). ● Parents are invited and must make appointment with the middle school counselor and/or middle school teachers ● For SWD, the transition plan will also be discussed ● High school counselor will visit the middle school and talk with up and coming freshmen to inform them of MOVE on When Ready (MOWR) and what to expect at the high school level. ● MOWR sessions are also offered in high school so parents are explained how to apply for MOWR ● The counselor will provide information on required courses, available CTAE pathways and electives choices ● The counselor will also explain how student's courses and credits accumulate and how to calculate their grade point average (GPA) ● The counselor will explain the importance of the student's high school path and how it can affect the colleges they are accepted into and ultimately the job they get in the work force. ● The counselor will meet with the parents of the upcoming 9th grade students to explain the rigor of high school academics. From High School to Post-Secondary: ● Visit local colleges/universities ● Provide students with the opportunity to see what college life is like on campus ● Help motivate the students ● Visit colleges/universities that offer different activities and opportunities ● College officials also have an opportunity to set up a booth on the high school campus ● Junior and seniors taken to a College/ Career Fair

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.	Head Start to Bright from the Start Pre-K Program: ● Head Start facilities are located on or near the campus of all pre-k facilities in the system ● Pre-K Parent Expectation Night held prior to beginning of each school year ● Provided at both elementary schools in the system ● Head Start provides school system with future enrollment information Pre-K to Kindergarten: ● Seamless transition from Pre-K to K ● Pre-K classrooms are housed at each elementary school in the district and located on the same hall of the school ● Pre-K students have the opportunity to meet their future teachers and see future classrooms in advance.

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.	N/A All Title I schoolwide schools

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: ● **Title I schoolwide schools;** ● **Targeted Assistance Schools; and** ● **schools for children living in local institutions for neglected or delinquent children.**	All 4 schools are Title I schoolwide schools: 2 elementary schools - Pre-K through 5th; WES has a Head Start program on campus ● Academic instruction based on the Georgia Standards of Excellence in Reading/ELA/Math/Science/Social Studies ● Students receive 300 minutes of instruction time each day. ● Additional instruction in PE/health with the exception of Pre-K ● Special Programs include: EIP, SPED, Gifted, and ESOL. These programs provide specialized instruction and differentiation in order to meet student needs. 1 middle that served grade 6-8 ● Academic instruction based on the Georgia Standards of Excellence in

Title I, Part A – Instructional Programs

	Reading/ELA/Math/Science/Social Studies ● Students receive 330 minutes of instruction time each day. ● The school operated under the middle school program criteria set forth by GADOE rule 160-4-2.05 ● Connection & exploratory classes offered ● Special Programs include: Remedial, SPED, Gifted, and ESOL. These programs provide specialized instruction and differentiation in order to meet student needs. 1 high school that serves grades 9-12 ● Academic instruction based on the Georgia Standards of Excellence in Reading/ELA/Math/Science/Social Studies ● Students receive 330 minutes of instruction time each day. ● Instructional day based on a 4 X 4 block schedule. ● Possibility of earning 8 Carnegie units per year ● Opportunities to participate in band, PE, foreign language class, CTAE, technical classes along with others ● Special Programs include: EIP, SPED, Remedial, Gifted, and ESOL. These programs provide specialized instruction and differentiation in order to meet student needs. Targeted Assistance Schools: NONE Schools for children living in local institutions for neglected or delinquent children: NONE

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:● the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students; **● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and** **● how the district will use the Migrant Student Information Exchange (MSIX).**	Title I Part C Occupational Survey: When new students enroll, registrars have the parent/guardian complete important forms - a student information form that includes the home language survey and the family information sheet and an occupational survey questionnaire provided by the DOE. The occupational surveys are reviewed by the MSSP on the day of receipt, If a parent/guardian checks "yes" on the occupational survey question, the MSSP will evaluate and interview the eligibility of the migrant . Training on the identification of ELL and migrant students has been completed by all registrars. The MSSP will identify and recruit eligible families and youth moving into or currently residing in the county. The MSSP follows ID & R procedures for recruiting in the community. They follow-up on leads from recruiting visits and PAC meetings. COE's will be submitted withing two days. The system has procedures in place to ensure the timely transfer of pertinent school records, including health documents, when children move from one school to another. Registrars also process records requests for incoming students as well as handle records requests from schools receiving withdrawn students. Procedures require requests to be fulfilled 24-48 hours. Upon receiving a new student, registrars are trained to claim the student ID number for the student if the student is from another GA school system. Monthly coordination sessions take place between migrant, ESOL, and SPED personnel and the school registrars. MSIX is used to facilitate interstate and intrastate exchange of information. Constant communication with children's parents and with the youth is essential to better serve most migratory families. This is monitored electronically and by written records. MSIX is used by SSP's and recruiters determine the correct placement of the students.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these	Migratory preschool children, out-of-school youth and drop-outs and their families receive immediate and special assistance throughout their tenure in Atkinson County Schools. SSP's follow local policies that are in place in Atkinson County Schools. SSP's follow local policies that are in place to ensure students are enrolled as soon as possible and assist with any barriers. Supplies are provided for children to ensure they are successful when they enter the classroom. Records are updated. For out-of-school youth, health information and English lesson packets are given as well as health kits.

Title I, Part C – Migrant Supplemental Support Services

vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	Supplemental support services and activities for migratory preschool children are provided when students are identified. Atkinson SSP's makes home visits to these students and families weekly. They help tutor these students (school readiness) and provide the families with resources and information that supports them with not only academic concerns, but also health, nutrition and social services as well. When preschool children reach the age (4 years old) to enter pre-k, Atkinson SSP's assist the parents with school enrollment paperwork and helps them obtain necessary documentation for registration. These children and families are invited to P.A.C. meetings.. It is during these meetings that we gather the majority of our feedback on services with regards to services needed and improvement of those offered. Summer school is held every year and migrants from p-3 through 5th grade are encouraged to attend. Students are given both experiences in the classroom and through field trips related to content being covered. For school age migrant students, SSPs provide academic support to these students at least once a week. If students are lacking supplies, they are given a bookbag with the needed components. Coordination of services with health department, DFAC, and other agencies as needed are done routinely. Summer school is held every year and migrants from p-3 through 5th grade are encouraged to attend. Students are given both experiences in the classroom and through field trips related to content being covered. Local SSPs work with out-of-school youth and drop-outs on Fridays, the weekends, and before and after school. OSY are interviewed using the OSY profile and assessed for language proficiency. The profile guides decisions regarding supplying English learning materials. For drop outs, information on the GED is provided. OSY's are given supplies relevant/needed for the lessons that are provided. Families of all migrant students served are invited to attend local PAC meetings that are held 3 times a year. During these informational meetings, networking occurs and information is distributed. Following these meetings, any parents needing one on one assistance schedule appointments for a follow-up session. Parents of migrant students who attend the meeting are given supplies to help migrant students at home.

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** | The Atkinson County School district's current post-school outcomes reflect that the district did not meet the state targets for students enrolled in higher education within one year of leaving high school (8.33% as compared to 27%) or for students enrolled in higher education or in some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school (75% as compared to 80.10%). Draft copies of Transition Plans are currently being reviewed by the Team Leader prior to an IEP meeting and prior to the IEP being finalized. The Transition Compliance Checklist is used to guide the review of the transition plan. The review is to ensure that the Transition Plan is meaningful, attainable, that the goals are supportive and realistic in helping the student reach his/her goals, and to ensure compliance. Supporting documentation (i.e. surveys, inventories) is maintained by the case manager in a student file and is available for review upon request. As part of the Transition Plan reviews, it is important to discuss ways to educate students on higher education opportunities. They may be given through a review of brochures or websites and/or virtual tours or field trips to technical college or university campuses. Should the Transition Plan not meet the criteria aforementioned then it will be returned to the case manager for revisions. The Transition Plan serves as a tool to support the development and completion of post-secondary goals while staying on track to graduate with the student's cohort group of peers. The Team Leader will maintain a log of all Transition Plan reviews and copies of the Transition Compliance Checklists. The log will be submitted to the special education director at the end of first and second semesters. The Transition Coordinator, or designee, provides trainings on the Transition Compliance Checklist and the writing of transition plans to Team Leaders. The Transition Coordinator, or designee, is responsible for attending trainings and/or webinars regarding Transition Plans and redelivering the information to appropriate staff at the middle and high school levels. The Coordinator, or designee, serves as the liaison for middle/high school special education teachers and the special education director. He/She submits requests to attend all trainings to the special education director for approval. Additionally, he/she must provide documentation of all redelivery trainings for appropriate staff including agenda, sign-in sheet, and supporting materials. It is the responsibility of the Transition Coordinator, or designee, to collect demographic data on the student and specific post-secondary plans, if different than any documentation in the Transition Plan, prior to graduation or exiting high school. A follow-up phone call, letter, or survey will be given to the student by the end of December for the current calendar year. Should the student not be engaged, then assistance will be offered from the Atkinson |

IDEA Performance Goals:

	County School district to support the student in meeting his/her previous or current post-secondary goal(s). A final phone call, letter, or survey will be given to the parent prior to June 1stof the following calendar year. The Transition Coordinator, or designee, will maintain a log of all correspondence for submission to the special education director at the end of first and second semesters of the year following the students' graduation or exiting from high school.
	Case managers are responsible for monitoring attendance, discipline records, and course credits for students on his/her caseload. All of the records can be monitored through Infinite Campus (IC).
	Each school has an ELT (Extended Learning Time) for students. This time is used to work with students on his/her IEP goals and assist with academic or other needs. During this time, case managers, special education teachers, or paraprofessionals can monitor students' grades and meet with students to help keep them on track for course completion.
	Students with disabilities may participate in CTAE courses, Move On When Ready (MOWR), or Work Base Learning (WBL) programs to support post-secondary interests and goals.
	The special education director has ongoing collaboration with the Team Leaders and Transition Coordinator, designee, regarding any staff who may need additional assistance. Any staff who should require Technical Assistance (TA) beyond the initial training will be afforded the opportunity on a case-by-case basis. The TA will be detailed based on the specific needs of the staff member.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:** ● **LEA 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**	Preschool Outcomes data is not currently available to compare the district rate to the state target. Students are identified for the potential need for services through Babies Can't Wait (BCW) referrals and the Child Find process. Upon eligibility for special education, students may be served in the home setting, or at Early Head Start, Head Start, Pearson Elementary School or Willacoochee Elementary School. There are no Child Care Centers within the district. The IEP Team determines the amount of services for students based on the student's needs. The services that are currently provided at the Head Start Centers and in Pre-K range from consultative and supportive services to services provided in a preschool special education separate classroom from special education teachers and paraprofessionals. Speech language pathologists provide direct speech services for eligible students in separate classrooms at Head Start and the elementary schools. Students may be served in their home setting if agreed upon by the IEP Team. Students who are not enrolled in Head Start or at one of the elementary schools may receive services that range from a few hours per week to five full days per week. Atkinson County Schools currently has one preschool special education classroom with one teacher and one paraprofessional. Additional staff such as other paraprofessionals and/or SLPs serve students outside of the preschool special education classroom.

IDEA Performance Goals:

	Professional learning opportunities are offered to preschool special education staff and select staff members who work with students ages 3-5. Opportunities include: GELDS, assessment administration and interpretation, BCW transitions, and curriculum programs; i.e. Unique Learning, Encore. The only training invitations that have been extended to Atkinson County Schools specific to ages 3-5 is from the GaDOE. There is ongoing communication with the BCW agency, BCW Coordinator, and special education director in regards to any student referrals. Once the special education director is notified of a BCW referral, she collaborates with the BCW Coordinator to ensure that evaluation timelines are met by completing the referral, evaluation, and eligibility process. The special education director is available for additional support to the BCW Coordinator, as needed, based on needs determined by the coordinator or special education director. Needs are determined by observation and documentation. BCW representatives are always invited to participate in transition meetings. Parents are invited to participate in all transitional, eligibility, and/or IEP meetings. If there are any specific needs outside of the school setting that the parent may have in regards to the student, then the district is supportive in providing resources to the parent. The universal screeners that are used for Child Find include: PALS and PPVT for students who are four years old on/before September 1stand are enrolled in Pre-K or Head Start. Additionally, there are local screeners that are given to students who attend Early Head Start, Head Start and Pre-K to help identify needs within the five domains: social/emotional, cognitive, communication, physical, and/or adaptive. The results of the PALS and PPVT screeners are shared with parents. Other results are shared with parents if there is a significant need. Child Find is advertised annually through the district's website and local newspaper. Parents/guardians who respond to the advertisement with a concern for a student having a disability will have a thorough explanation in regards to any screeners that may be warranted to guide further decisions.

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 practices** ● **How LRE is ensured** ● **The continuum of service options for all SWDs**	All special education teachers are trained annually on the IEP/eligibility procedures. There are special education procedural manuals on-site at each school as well as links to the manual on the district website. The LEA Representative and special education teachers are trained annually on the continuum of services for students with disabilities. The least restrictive environment is always considered for all students. All general education teachers are given copies of IEP accommodations at the beginning of each school year and after each annual IEP meeting. Case managers maintain a log of IEP distributions to general education teachers, which is available upon request. The Atkinson County School System's general supervision begins at the MTSS level. Students are referred to MTSS based on academic, speech, and/or behavior deficiencies. Referrals may be made by a teacher, parent, or automatically based on data. School-level MTSS teams monitor student

IDEA Performance Goals:

● How IEP accommodations/modifications are shared with teachers who are working with SWDs ● Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	academic data based on universal screening data, classroom grades, and state assessments. Behaviors are monitored by classroom teachers, counselors, and building-level administrators. The Speech and Language Pathologists provide intervention support during the MTSS tiers as well. The MTSS teams, in collaboration with parents, monitor progress and determine if or when a referral for a comprehensive evaluation should be recommended. Referrals, eligibilities, and IEP developments are monitored both at the school and district levels. Each school has a special education team leader who is responsible for monitoring and assisting with all case managers' caseloads including the development of IEPs and meeting timeline requirements for referrals and eligibilities. Case Managers for assigned grade levels are invited to MTS meetings when a student will potentially be referred for an evaluation. The Special Education Director monitors at the district level through GO-IEP reports and by maintaining a fluid log of referrals and upcoming eligibilities to ensure all timelines are met. The IEP team determines the implementation date of the IEP ensuring that the continuum of services have been considered prior to finalizing the IEP and that the implementation date is timely and reasonable.

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 submission ● LEA procedures to address correction of noncompliance (IEPs, Transition Plans) ● Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance ● Supervision and monitoring procedures that are being implemented to ensure compliance	Atkinson County Schools has reviewed and revised all special education local procedures to include all areas listed within the Georgia Special Education Rules Outline. The special education director provides professional learning on at least one area of the procedural manual at faculty and professional learning meetings throughout the year. Information that is provided by the GaDOE through trainings, email blasts, and/or webinar is redelivered to appropriate staff members and documented through emails, agendas, sign-in sheets, and/or supporting documentation. The district uses GO-IEP to house IEPs and eligibilities for students with disabilities. The dashboard within the system is monitored by the Team Leader for compliance regarding IEP and eligibility due dates. Team Leaders provide reminders to staff to ensure that timelines are met. The special education director is notified when teachers do not respond timely and appropriately to Team Leaders regarding timelines. The special education director will initially send an email but may schedule a meeting with the staff member and building level administrator if timely progress is not made. Additionally, there is a built-in "safety net" for meeting timelines within the local procedures that ensures that timelines are met. Team Leaders review all IEPs and eligibility reports prior to finalizing IEPs. If it is discovered that there is a compliance issue after an IEP is finalized, then the special education director meets directly with the special education teacher to review the noncompliance. An amendment will be required to make the correction(s). If it is determined that there is a noncompliance, then there will be trainings to review the issues at hand. The special education director or a selected presenter will provide training and follow-up to ensure the issues are resolved.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: **1. In support of well-rounded educational opportunities, if applicablebrul** **2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul** **3. In support of safe and healthy students, if applicable** **ul** **4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul** **5. In support of the effective use of technology, if applicable** **ul** **6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need # and action step #/ul**	NA - the district is transferring 100% of its Title IV, Part A funds to Title V, Part B Rural Education Program.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	NA - the district is transferring 100% of its Title IV, Part A funds to Title V, Part B Rural Education Program.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?● Intervention Effective – Equity Gap Eliminated ● **Intervention Effective – Maintain Activities/Strategies** ● **Intervention Effective – Adjust Activities/Strategies** ● **Intervention Not Effective – Adjust Activities/Strategies** ● **Intervention Not Effective – Abandon Activities/Strategies**	The intervention appeared effective, but we plan to adjust or revise some of the activities and strategies implemented. Our district is headed in the right direction, but we still need some improvement in the areas addressed.

Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Over the past year, Atkinson County has seen a decrease in the number of students reading below grade level and a decrease in the number of students below grade level in Math. These will continue to be big initiatives for Atkinson County in the FY20 school year. The district has also seen a slight increase in the number of students scoring at level 2 or above on the Georgia Milestones assessments. Atkinson County began an inclusive process when we started implementing PLC's, a sound MTSS process, and improving instruction across all schools, all grade levels and all content areas. We will continue to make changes and improvements to our activities and strategies to continue improvements in those areas.