Comprehensive Needs Assessment
2024 - 2025 School Report

Echols County
Echols County Elementary/Middle School

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.

Leadership Team

	Position/Role	Name
Team Member # 1	Bobbie Staten	Principal
Team Member # 2	Joey Temperly	Assistant Principal
Team Member # 3	Brack Deloach	Counselor
Team Member # 4	Beverly Highsmith	Lead Teacher
Team Member # 5	Kathleen Pafford	Lead Teacher
Team Member # 6	Elizabeth Register	Lead Teacher
Team Member # 7	Liza Vargason	Lead Teacher

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Lead Para	Michelle Church
Team Member # 2	Media Specialist	Analiese Hamm
Team Member # 3	Instructional Coach	Sena Pike
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

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.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent	Denis Garcia
Stakeholder # 2	Family Connections Coordinator	Karen Black
Stakeholder # 3	Parent	Amanda Deloach
Stakeholder # 4	Parent	Glenda Rewis
Stakeholder # 5	Parent	Nancy Ramirez
Stakeholder # 6	Business Owner	Amber Kinsey
Stakeholder # 7	Business Owner	Jessica Bolesta
Stakeholder # 8	Parent	Norma Rodriguez

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	During the needs assessment process, stakeholders participate in local needs assessment surveys and meetings. ECPC, EPIC, Title II Family nights, and PAC meetings are held to provide an opportunity for stakeholders to participate in the CNA process. In addition, the CNA is shared in the community at our family Connections meetings. Stakeholder representatives will work with the LEA to analyze the data and identify strengths and weaknesses.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

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 School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1	-Builds and sustains relationships to foster the success of students and staff	
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2	-Initiates and manages change to improve staff performance and student learning	
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	✓
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	✓
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

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 School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

Professional Capacity Data

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 School Performance Standard (GSPS). 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

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

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 School Performance Standard (GSPS). 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

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	survey data, parent conference data, feedback forms from parent engagement

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

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Schedules, Program Manuals, handbooks, EPIC meeting documentation. club/athletics rosters, counselor sign-in sheets, parent conference sign-in sheets

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Upon enrollment, records are compiled by school personnel to determine needed services. ECEMS has an MTSS process that identifies the needs of low performing students. This process is the gateway to being tested for SPED services. Teachers complete EIP and remedial rubrics to identify students that qualify. Language surveys are completed to identify ESOL students. Migrant recruiter is employed to locate migrant eligible families. All students are offered access to counseling services. Existing challenges include scheduling.

What achievement data did you use?	Georgia Milestones, Infinite campus, Georgia Student Finance Commission, iReady, STAR reading, Rigby Data, GOSA, IXL, Dreambox, ACCESS, Beacon

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

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

What does the demographic data tell you?	ECEMS currently has 659 students, 298 Hispanic, 330 white, 18 black, and 13 two or more races. ECHS has 248 students, 128 Hispanic, 103 white, 7 black, 6 two or more races, 3 Indian, and 1 Asian. ECS has 4 foster students in the school system at this time. Most of Echols County foster children have been housed in surrounding counties. ECS has 1homeless student. ECS qualified for CEP program. All students qualify for no cost meals. Echols County is a small rural community located on the Georgia Florida line. Little to no industry exist in the county. The

	lack of industry results in a small tax base and job opportunities. The majority of parents travel outside of the county for work. Current trends indicated that the County population is decreasing while the school population is increasing. ELs and migrant populations continue to increase. A large percent of students come from poverty. ECS continue to monitor the achievement of subgroups to make sure they are maintaining academic progress and we must make extra efforts to provide our students with resources and contacts for future opportunities. Echols County has no incorporated cities/towns. Thus there are very little local funds. Echols County is a high poverty county. The majority or residents commute 15-30 miles to work each day. There is very little industry in the county. ECS has a large migrant and ESOL population. Most families rent or live in mobile houses. Low percentage of post high school education among families. Echols County Schools is the only educational institution in the county. There are no pre-schools/daycares in the county. The school is the main employer. The majority of our parents commute 15-30 miles outside of the county to work. ECS has a large migrant and ESOL population. ECS is a high poverty school district. ECS is schoolwide Title I district. Due to our small size and so many employees with overlapping responsibilities, the time needed to focus on certain areas is limited. Due to being understaffed in the technology department, ECS technology resource management is stretched thin. Echols County does not have any private Pre-K, head start or daycare centers. Echols County is more than 10% worse than the state average in Teen birth , ages 15-19, child poverty, children whose parent lack secure employment, babies born to mothers with less than high school education, Echols County is a high poverty area according to information reviewed from Echols County's Kids Count Profile. This document will note several of the areas: The percent of families with children with annual income of less than 150% of the federal poverty threshold is 25.6%.The percentage of children living in poverty is 31.2%.The percent of children living in families where parents lack secure employment is 19.6%. Since our community is so small and there are few businesses or outside opportunities for students, we must make extra efforts to provide our students with resources and contacts for future opportunities. Echols County has no incorporated cities/towns. Thus there are very little local funds.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Lexile Scores are lower than desired across the district. There is a lack of rigor in Tier I instruction and expectation across all academic areas. Teacher need additional training in Tier 1 and 2 instructions. Leaders need to be more consistent in ensuring implementation of Tier 1 and 2 strategies. ECS needs to focus on increasing the reading ability of all students. ECS has developed a template for district classroom walkthroughs. Walkthroughs are used to establish effective monitoring and implementation of programs. The Science of reading needs to be implemented in K-3 to ensure students will read on or above grade level.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	A consistent trend arising from the previous section is a need for instruction guidance and support from the LEA. ECS needs to review policy and procedures including literacy legislation.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Teachers attend evidenced based PL. Monitoring the fidelity of implementation of the PL strategies need to be addressed. ECS provides teachers with professional development on literacy and social emotional and behavior interventions.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Multiple opportunities are offered for parent engagement and input. However, attendance is low at parent meetings unless student performances or other student recognition events are attached. Based on parent surveys they feel they do have opportunities to give input and are provided with the district and school documents. 3 PAC meetings for Title IC eligible families are held throughout the year. PAC meet attendance averages around 10-12 families. At the PAC meetings, the agenda includes ways to increase student achievement, Milestones readiness, important dates, community assistance, and needs assessment. Title III holds a family night meeting once a year to provide language support for parents.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	EExtensive support for students is provided by a variety of programs and support staff including migrant and ESOL. Overall stakeholders feel that ECS maintains a safe environment. ECS still see a trend in a need in social emotional learning support. Learning loss continues to be an issue for many of our students because numerous days missed from school. Literacy improvement continues to be a focus.

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

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Math and ELA trends indicate lower student achievement in elementary than in middle school. Based on GMAS data, the majority of elementary and middle school students are at level 1 or 2. We will not receive FY 25 Georgia Milestones scores back until later in the year. Migrant students trend lower than non-migrant students in both ELA on GMAS. Priority for service migrant students are performing lower than non priority for service migrant students on GMAS. In k - 5, 7.89% PFS students scored proficient on the EOG test, while 11.63% of migrant students and 37.95% of non migrant students scored proficient on the ELA EOG. In grades 6-8, 5.88% of PFS, 40% of non PFS, and 44.97% of non migrants scored proficient on the ELA EOG. Based on IReady data, 37.21% of migrant student in grades 6-8 met their typical growth goal and 11.63% met their stretch growth goal in ELA. In math, 43.90% of our migrant students showed 100% or more progress towards their

Strengths and Challenges Based on Trends and Patterns

	typical growth goal and 29.27% met their stretch goal in Math. These numbers for ELA are very comparable to non migrant students, however migrant math growth is lower than non-migrant math growth. In the 8th Math, 83% of or migrant students (PFS and NON PFS) showed a least a year's worth of growth on their IReady Scores and 58% met their stretch goal.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

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

Strengths	The System has not been found disproportionate in discipline or identification of SWD's for the last six years. District Determinations have been 100% for the last 5 years. The district most recent cross functional monitoring stated there was 1 finding. The corrective action plan was completed and the Special Education manual updates. ECS has a low SPED student to teacher ratio which allows extra support for individual students. ECS SPED graduation typically trends above the state average. The IDEA funds are used to provide individualized, differentiated instruction to improve student achievement and increase Georgia Milestones test scores. SPED teachers are included in PLC's along with classroom teachers

Challenges	The main barriers to SWD's graduation is the ability to pass high school classes. The EOC results for SWD's are a significant factor. Although additional support is provided in classes, many times it is not sufficient for the SWD population. When looking at reading levels (Lexiles), most SWD's in high school have reading levels below the 5th grade level. Phonics instruction is not taught explicitly after 2nd-3rd grade. Math skills are low. Math fluency is not evident. Transition/study skills classes and staff are needed for intervention/remediation.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

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

Additional Considerations	

Overarching Need # 2

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

Additional Considerations	

Overarching Need # 3

Overarching Need # 3

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

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase student achievement in writing and literacy.

Root Cause # 1

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

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Lack of English Language Proficiency among our EL learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Fund 150

Root Cause # 2

Additional Responses	

Overarching Need - Decrease the achievement gap between subgroups

Root Cause # 1

Root Causes to be Addressed	Lack of differentiation in classroom instruction
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others : Fund 150

Additional Responses	

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

Root Cause # 1

Root Causes to be Addressed	Teachers and students do not make attendance a priority.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Others : Fund 150

Root Cause # 1

Additional Responses	

School Improvement Plan
2024 - 2025

Echols County
Echols County Elementary/Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Echols County
School Name	Echols County Elementary/Middle School
Team Lead	Bobbie Staten
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part C Title III, Part A, EL Title V, Part B IDEA 611

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)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student achievement in writing and literacy.
Root Cause # 1	Increase the rigor and best practices in Tier1 instruction while using a common curriculum amongst grade levels.
Root Cause # 2	Lack of English Language Proficiency among our EL learners.
Goal	Improve student ELA scores by 2% for grades 3-12 as measured by GMAS and grades k - 2 by IXL Score.

Action Step # 1

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

Action Step # 2

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

Action Step # 3

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

Action Step # 4

Action Step	Host ECPC, EPIC, PAC and Title IIIA parent meetings for an understanding of state standards, curriculum,programs, state and local assessments .Updates on Curriculum and Instructional programs at Family Connections meeting
Funding Sources	Title I, Part C Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	sign in sheets, agendas, presentation materials
Method for Monitoring Effectiveness	parent survey
Position/Role Responsible	School Admin, Teachers
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)?	Echols Family Connections

Action Step # 5

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

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Echols County Family Connections (community partners and representatives), 4Hdirector, Health Nurse, County Extension Agent, Local Farmers,

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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

Action Step # 1

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

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

Action Step # 2

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

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

Action Step # 3

Action Step	An effort will be made to ensure all ECS teachers are ESOL certified. Provide professional learning on best practices for teaching EL students. Reimburse GACE fees for teachers who pass the ESOL test to become ESOL certified.
Funding Sources	Consolidated Funding
Subgroups	English Learners
Systems	Effective Leadership Professional Capacity

Action Step # 3

Method for Monitoring Implementation	personnel assignments, master schedule, teaching certificate
Method for Monitoring Effectiveness	student achievement data, # of teachers earning ESOL certfiiciate
Position/Role Responsible	School Admin, Teachers
Timeline for Implementation	Yearly

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

Action Step # 4

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

Action Step # 4

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

Action Step # 5

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

Action Step # 6

Action Step	Conduct parent conferences for all students in K-2, and students with failing grades in students in 3-8 Offer parent conferences to all students in 3-8.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	sign in sheets,
Method for Monitoring Effectiveness	student achievement data, gifted referrals, survey
Position/Role Responsible	counselors, school admin, teachers
Timeline for Implementation	Others : January, as needed

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

Action Step # 7

Action Step	Host ECPC, EPIC, PAC and Title III meetings to provide academic and instructional family nights.
Funding Sources	Title I, Part C Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Systems	Family and Community Engagement
Method for Monitoring Implementation	agendas, sign in sheets, minutes, surveys
Method for Monitoring Effectiveness	survey, student achievement data
Position/Role Responsible	school admin, parent engagement, MEP Contact, migrant staff, Title III coordinator
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)?	Echols Family Connections provides books, supplies, and other needed items for the family nights

Action Step # 8

Action Step	Implement student led IEPs.
Funding Sources	IDEA
Subgroups	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	agenda, sign in sheets, minutes
Method for Monitoring Effectiveness	graduation rate, CCRPI
Position/Role Responsible	SPED Director, teachers
Timeline for Implementation	Others : ongoing

Action Step # 8

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

Action Step # 9

Action Step	Employee student support personnel to provide academic support to migrant eligible students. The student support personnel will closely monitor the eligible migrant students progress in addition to providing extra academic support.
Funding Sources	Consolidated Funding
Subgroups	Migrant
Systems	Coherent Instruction
Method for Monitoring Implementation	schedules, lesson plans
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	migrant staff
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 # 10

Action Step	Provide supplemental English language instruction and math through software (Imagine Learning, IXL, and Dreambox) to support English Learners based on need.
Funding Sources	Consolidated Funding
Subgroups	English Learners
Systems	Supportive Learning Environment
Method for Monitoring Implementation	master schedule, usage logs
Method for Monitoring Effectiveness	student achievement data
Position/Role Responsible	ESOL Teachers/Principals
Timeline for Implementation	Weekly

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

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

Action Step # 1

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

Action Step # 2

Action Step	Provide professional learning to teacher leaders and/or instructional coach. Teacher leaders and/or instructional coach redeliver training on campus.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL sign in sheets, agendas
Method for Monitoring Effectiveness	monthly teacher attendance reports
Position/Role Responsible	Principals, teachers, curriculum directors
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	Teacher leaders develop an attendance incentive for all teachers that will provide monthly incentives for attendance.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	incentives guidelines, monthly incentive reports

Action Step # 3

Method for Monitoring Effectiveness	monthly teacher attendance reports
Position/Role Responsible	Principal
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. REQUIRED QUESTIONS

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

Required Questions

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

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

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the	The district uses GA Milestones data, TKES data, as well as perception data collected through surveys to plan for Professional Learning. PLC's will be restructured in to focus on curriculum and instruction as well as behavior and social and emotional well being. K-8 teachers are provided with collaborative planning time. 9-12 teachers have an hour after school each day for collaborative planning. The district will use Consolidated funds and local funds to ensure resources are available so that the professional learning can be sustained, ongoing, and job

school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	embedded. Echols County School district relies on the local RESA for Professional Learning. Teachers attend professional learning sessions at RESA in addition to on site training by RESA staff. System administrators attend job like consortium meetings to stay abreast of changes and best practices at RESA and attend regional directors meetings. Program directors have been trained and are provided with technical assistance from area specialist regarding fiscal responsibility and resource management. Echols County School District provides evidence- based professional development that aligns with ESSA's new definition of professional development. Prior to scheduling professional development, the professional development coordinator collects documentation that the professional development is evidence based. The evidence is printed and kept on file. Echols County faculty must complete a rubric and evaluation that show the effectiveness of the professional development. School administrators monitor lesson plans and instruction to ensure implementation of practices acquired from professional development. Ga Milestones data, formative and summative test data, benchmark test data are analyzed to determine student academic needs and progress. Due to Echols County Schools' large ESOL population, we are encouraging teachers to become ESOL endorsed. We are providing professional learning opportunities that focus on ESOL strategies. In addition, ECS has a mentor/mentee program for all newly hired faculty. Each new faculty member is paired with a veteran member to assist them in answering questions and providing them with support. The administration will meet with new faculty monthly to check in and discuss needs, concerns and ideas.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Not applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Middle to High- -Middle school counselor and teachers conduct career planning sessions with students during the school year. -Career inventories and other activities are presented to students to help them map out their career goals, which include pursuing the post-secondary education that is necessary for their careers. -High school counselor meets with 8th graders and parents to set up individual graduation plans, discussing transition into high school and scheduling appropriate classes. 9th grade orientation meetings are during the school day and at night to accommodate parents. -7th and 8th grade students take a Career Awareness course.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	A full-time school counselor is available to students or referrals may be made to Behavior Health which serves Echols County students on campus two days per week. The MTSS program at ECEMS supports academic and behavior guidance for at-risk students K-8. Appropriate conduct which includes regular school attendance is communicated to parents and students through the student handbook, code of conduct, school developed positive discipline plan and the Parent Portal. Student attendance is monitored daily and there is a protocol in place for students who fail to comply with the district attendance policy. Each classroom teacher also implements his/her

	own classroom management plan. Echols County schools uses many positive behavioral supports in its response to student discipline. ABES behavior modules are used school wide, and often assigned to students after school rather than during school time. After school detention is also used as a method to prevent students from being pulled out of the classroom. Teachers are encouraged to make parent contacts prior to moving on to second steps and referrals school wide. Echols County schools uses many positive behavioral supports in its response to student discipline. Afterschool detention is also used as a method to prevent students from being pulled out of the classroom. Teachers are encouraged to make parent contacts prior to moving on to second steps and referrals schoolwide.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Echols County's Title IC recruiter and student support personnel will be available during summer months to support incoming migratory children to meet unique needs. Echols County will continue to offer lessons to OSY and preschool youth during the summer months. Summer IP plans will be written for OSY and Pre-school Youth. Pretest and post-test scores will be used to measure implementation. Summer school will be available for migrant students in grades k – 8 to focus on reading and math. Migrant students will receive invitation to summer school through letters sent home, phone call outs, home visitations, and PAC meetings. Summer school students will take a pretest and post-test to measure implementation. ECS migrant staff communicates with migrant families regarding resources available in the community such as health department services, migrant clinic services, Department of Family and Children Services, summer feeding programs, and East Coast Migrant. Echols County Schools use Title IC migrant funds to pay for medical needs such as vaccinations or glasses (when other community support is unavailable) when families are unable to pay to limit as much missed school time as possible. ECS schedules family nights for parent training to help work with their children to improve student achievement. ECS migrant staff closely monitors migrants students academic progress through report cards, progress reports, and meetings with teachers.