



Comprehensive Needs Assessment 2022 - 2023 District Report



Fannin County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Michael Gwatney
Multiple Program(s)	Federal Programs Director	Dr. Connie Huff
Multiple Program(s)	Curriculum Director	Dr. Connie Huff
Multiple Program(s)	School Leader (#1)	Dr. Scott Ramsey
Multiple Program(s)	School Leader (#2)	Mrs. Alison Danner
Multiple Program(s)	Teacher Representative (#1)	Milly Rice
Multiple Program(s)	Teacher Representative (#2)	Lauren Payne
McKinney-Vento Homeless	Homeless Liaison	Tara Cantrell
Neglected and Delinquent	N&D Coordinator	Tara Cantrell
Rural	REAP Coordinator	Heather Finley
Special Education	Special Education Director	Shannon Miller
Title I, Part A	Title I, Part A Director	Dr. Connie Huff
Title I, Part A	Family Engagement Coordinator	Dr. Connie Huff
Title I, Part A - Foster Care	Foster Care Point of Contact	Tara Cantrell
Title II, Part A	Title II, Part A Coordinator	Heather Finley
Title III	Title III Director	Dr. Connie Huff
Title IV, Part A	Title IV, Part A Director	Lucas Roof
Title I, Part C	Migrant Coordinator	Dr. Connie Huff

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Sarah Rigdon
Multiple Program(s)	Testing Director	Robert Ensley
Multiple Program(s)	Finance Director	Susan Wynn
Multiple Program(s)	Other Federal Programs Coordinators	Heather Finley
Multiple Program(s)	CTAE Coordinator	Lucas Roof
Multiple Program(s)	Student Support Personnel	Shannon Miller

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Mark Young
Multiple Program(s)	High School Counselor / Academic Counselor	Jennifer Walker
Multiple Program(s)	Early Childhood or Head Start Coordinator	Shannon Miller
Multiple Program(s)	Teacher Representatives	Renee Carder
Multiple Program(s)	ESOL Teacher	Mary Corbin
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Matt Price
Multiple Program(s)	ESOL Coordinator	Dr. Connie Huff
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Sarah Rigdon
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Kathryn Young
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Holly Ross
Title I, Part A - Foster Care	Local DFCS Contacts	Mark Knowles
Title II, Part A	Principals	Alison Danner
Title II, Part A	Teachers	Hannah Bryant, Teresa Martin, Milly Rice, Nathan Dean, Jill Dyer
Title II, Part A	Paraprofessionals	Sandi Graham
Title II, Part A	Specialized Instructional Support Personnel	Dr. Connie Huff
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Fannin County Economic Development, Chamber of Commerce, Fannin Regional Hospital
Title I, Part A	Parents of English Learners	Monica Lozano & Jose Arturo Morales

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Justin Old, Director
Multiple Program(s)	Technical, College, or University Personnel	Sandy Ott, University of North Georgia
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Sherry Morris
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	Mike Rutan, Director of Open Arms
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<p>The stakeholder group was selected by the core district improvement team based on their roles, responsibilities, and prior experience using the suggested members checklist. The school system actively engages a variety of stakeholder groups which are suggested by both the district and school improvement team members as well as self-nominated individuals that contact the school or district wishing to be actively involved in the school improvement process. Our district is represented on the North Georgia Department of Public Health Board, the Economic Development Board, the Chamber of Commerce Board, and the Fannin Regional Hospital Board. Our school held a CLIP stakeholder meeting on January 28, 2022.</p>
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<p>Fannin County has a system District Improvement Team that meets monthly throughout the school year that includes all district directors and principals. Every school also has a school improvement or school leadership team that meets during the year to review progress on the school's improvement goals as well as a School Governance Team (SGT) which is established through our Charter System contract that is tasked with reviewing and improving student achievement. School Improvement Team (SIT) and SGT meetings are open to the public with parents and community members being invited and encouraged to participate. Meeting dates are published through automated calls, social media, school calendars, and flyers sent home with students. Our board of education meetings are held in person with an online streamed option. The information and feedback opportunities related to goals and present or future initiatives are included in Board of Education presentations during the school year.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	
<p>3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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<p>4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p>5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	
<p>6. Assessment Uses:The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	
<p>8. Academically Challenging Environment:The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
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2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p>10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p>Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.
</p>	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021 or 2021-2022. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . 	

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).

<p>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]</p>	<p>The District/School Improvement Team (DSIT) and the Comprehensive Needs Assessment (CNA) team reviewed several perception data sources including:</p> <ul style="list-style-type: none"> * The January 2022 Parent Involvement Survey (locally developed for the four Title I schools) * Feedback from school based stakeholder meetings (i.e. SGT meetings)
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<p>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?”)</p>	<p>Based on the results from our January 2022 Parent Involvement Survey and stakeholder meetings, the majority of our parents know that we provide virtual options for them to share feedback and ideas on setting decision making goals, SIP goals, and CLIP goals for each school year. Thus, the large majority of parents report having the opportunity to share feedback and ideas. Over 90% of parents are informed regularly about their child’s progress. Our survey results show a major increase from the 20-21 school year to the 21-22 school year when it comes to weekly communication with their teacher. Most of parents talk to their child regularly about their emotional and academic needs. The top two informational programs that parents would like for the schools to provide are math skills and reading strategies. Most parents state that additional support is needed for help with math homework (especially at the middle school level). Most of our parents have attended a parent meeting or event throughout the 21-22 school year. Finally, a large majority of our parents rate our elementary schools a 5 (with 1 being the lowest ranking and 5 being the highest ranking).</p>
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<p>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)</p>	<p>Climate star ratings The number and type of after school activities offered Feedback from the five schools in the district PBIS implementation and plans for 2022-2023</p>
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**What does the process data tell you?
(process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)**

Every school in Fannin County received a 5-Star Climate rating on the 2018 CCRPI report. Fannin County Middle School and all three of our elementary schools received a 5-Star Climate rating on the 2019 CCRPI report, which is the last time that the Climate Rating was analyzed as part of CCRPI. Fannin County High School received a 4-Star Climate rating on this 2019 rating. Our schools are regarded as safe by students, parents, and employees alike. The results from our Parent Involvement Surveys reveal this.

In Fannin, we believe that students should have an opportunity to excel in both the academics and also extracurricular activities. We offer and sustain a wide variety of after school activities on all of our campuses. Our high school offers 21 Varsity Sports Programs along with 6 Junior Varsity teams. In addition to athletics, the high school has 12 student clubs and 6 Career and Technical Student Organizations (CTSOs) that meet both during the school day and also outside of the school day. Many of the CTSOs send students to state and national conventions and competitions. We also have several arts programs including band, color guard, theatre, and one act play. The high school supports student needs and interests through many after school special programs including but not limited to the School Governance Team, literacy events, Probe Fair, career fairs, job and career expos, Curriculum Night and Advanced Placement Night, booster clubs for athletic programs and the band, career day, Financial Aid night for Seniors, and transition events like 8th Grade Parent Night and 9th Grade Orientation. The high school has several student mentoring programs or councils including the Student Ambassador program, the Junior Board of Directors, and Sources of Strength. The high school has a formal, highly structured mentoring program for the REACH scholars.

Our middle school offers a variety of sports and clubs to students after school. There are ten sports offered to middle school students (football, basketball, soccer, etc.) as well as band and cheerleading. There are 5 clubs that meet at FCMS both within the school day and also outside of the school day including TSA, FFA, reading bowl, yearbook, and the academic team. Students are encouraged to try new things and find their niche. Four of these clubs offer state or national convention opportunities for the students (TSA, FFA, Academic Team, and Reading Bowl). To build community and belonging, Fannin Middle hosts several after school events for students and their families each year including a parent night for each grade level, STEM nights, an Open House, Sports/Club night and a fun transition night for the rising sixth grade that showcases all of the opportunities to be a part of the FCMS community. The middle school has a peer support program for newly enrolled students, advisement sessions for all students, and a formal, structured mentoring program for the five 8th grade REACH scholars named each September.

At the elementary level there are several clubs that meet during or after school for students. Each school has a slightly different set of offerings based on student interest, staff capacity, and the focus of the school. Some of the clubs currently offered include student council, cooking club, drama & theatre club, arts & crafts club, fitness club, garden club, running club, hiking club, robotics club, and competitive robotics teams. The elementary schools frequently offer parent capacity and climate building events such as STEM or STEAM Night, Math Night, Literacy Night, Fall Carnivals, and transition events like pre-K or Kindergarten tours.

All of our schools began implementing PBIS in 2009. At this point we are fully

	operational. We have a PBIS coach and team at each school. We are currently in the process of working on Tier II PBIS implementation.
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What achievement data did you use?	GA Milestones EOG GA Milestones EOC
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What does your achievement data tell you?	<p>Elementary School</p> <p>When comparing our Spring 2021 GA Milestones EOG mathematics data to our Spring 2022 GA Milestones EOG mathematics data, we have shown growth in the percentage of students scoring Level 2 and above as well as in the percentage of students scoring Level 3 and above. Our elementary mathematics data is trending in the positive direction. 43.9% of 3rd-5th grade students scored a Level 3 or higher in mathematics.</p> <p>When comparing our Spring 2021 GA Milestones EOG ELA data to our Spring 2022 GA Milestones EOG ELA data, our percentage of students scoring Level 2 and above as well as our percentage of students scoring Level 3 and above declined. Our elementary ELA data is trending in the negative direction. 34.3% of 3rd-5th grade students scored a Level 3 or higher in ELA. However, we need to improve in all subject areas.</p> <p>Middle School</p> <p>When comparing our Spring 2021 GA Milestones EOG and EOC data, we remained stable in all subject areas when it comes to Level 2 and above and Level 3 and above. Our mathematics scores are better than our ELA scores. However, we need to improve in all subject areas.</p> <p>High School</p> <p>When comparing our Spring 2021 EOC scores to our Spring 2022 EOC scores, we showed growth in all subject areas when it comes to the percentage of students scoring a Level 2 or higher as well as the percentage of students scoring a Level 3 or higher. Although this growth is impressive, we need to improve in all subject areas.</p> <p>We will continue to focus on our MTSS process and protocols and utilize the NWEA MAP assessments multiple times per school year to assist with MTSS and monitoring student progress. We will continue to provide elementary school teachers with strong mathematics professional learning that focuses on the GaDOE frameworks and teaching with depth of knowledge in mind; this PL has proven successful for us. We plan to begin providing this same type of PL to middle school and high school mathematics teachers as well as to all ELA teachers.</p>
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<p>What demographic data did you use?</p>	<p>Demographic data was pulled from the school system's student information system (<i>Infinite Campus</i>), SLDS, the Governor's Office of Student Achievement (GOSA), the University of Georgia Policy Map, and the United States Census Bureau.</p>
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<p>What does the demographic data tell you?</p>	<p>According to the 2021 United States Census Bureau, there are 25, 817 residents and 11,174 households in Fannin County. 30.6% of our residents are over 65, and only 4.1% are under the age of 5. 16.6% of our residents are disabled compared to the national average of 12.6%. The racial makeup of the county is 96.7% White, 0.9% African American, 0.4% American Indian and Alaska Native, 0.6% Asian, 1.3% multiracial, and 2.6% Hispanic. The estimated median income for a household is \$46,028 compared to the US median of \$62,843. Approximately, 15.6% of children live below the poverty level. According to the University of Georgia Policy Map, 23.94% of households in Fannin County have an income of under \$25,000. Also, 51.47% of households in Fannin County have an income of under \$50,000.</p> <p>Fannin County Schools have very little racial or ethnic diversity overall. We serve slightly more male students than female students. We have approximately 2,780 students enrolled in the system. Of these, more than 96% are self identified as being white, non-Hispanic students. We have approximately 75 students who receive ESOL services in the district.</p> <p>According to our most recent FY22 Free and Reduced Price Eligibility Report, 44.92% of the students enrolled in Fannin County Schools are eligible to receive Free or Reduced price meals. Four out of five schools in the district receive Title I funds. Around 17% of our students have an IEP in place and receive special education services.</p>
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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

<p>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?</p>	<p>At our elementary schools, tier 1 instructional practices should be strengthened to target skill advancement and improve student achievement in all content areas. PLC and student achievement data will continue to guide decision-making regarding needs for students, teachers, and leaders. Areas of concern: systematic monitoring of instructional implementation fidelity; literacy; continue with common unit development; develop systems for students to monitor own progress. We saw positive trends and patterns in the area of coherent instructional system. However, the team agreed that areas for improvement include aligning standards based curriculum documents, increasing expectations for higher-order thinking, student independence and perseverance with solving real-world problems, using critical and creative thinking, and increasing research-based practices that include effective feedback, student monitoring of their own progress, grading practices, and collaboratively analyzing assessments. Teachers, leaders, and support staff members will continue to utilize student achievement data to plan effective grouping and needs based instruction. Professional learning will support assessment development that aligns to grade level standards. The addition of an interventionist assisted in providing Tier 3 interventions and additional instructional support during the second semester of the school year. The majority of the standards on the Coherent Instructional Data Analysis were rated as exemplary. Two of the Instructional Standards (#7, #8) were rated as operational indicating the need to provide students with more timely, specific, and descriptive feedback while helping them to use tools to monitor their own progress. Four of the Assessment Standards (#1, #3, #4, #5) were ranked operational. These responses reflect the trend for three specific needs: (1) to design common assessments that are aligned with performance standards, (2) to analyze assessment results collaboratively and adjust instruction accordingly, and (3) to make sure grading practices are accurate indicators of student progress.</p> <p>At FCMS, the following rankings were obtained: Curriculum Standards 1-2 (Operational); Instructional Standards 1-5, 7-9 (Operational); Instructional Standard 6 (Exemplary) The use by staff members and students of appropriate technology, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving); Assessment Standards 1, 3, 5 (Operational); Assessment Standard 4 (Emerging) Implements a process to collaboratively analyze</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>assessment results to adjust instruction.</p> <p>At FCMS, curriculum and instructional planning is a priority. Collaboratively developed curriculum maps outline expectations for standards, curriculum, assessment, and instruction. The maps include effective, research-based instructional practices. FCMS is a well-managed school environment focused on maximizing student learning. An area for growth is providing teachers more time to collaboratively plan and implement researched-based Tier I and II strategies. Achievement scores indicate a need to provide additional professional learning focused on student engagement, conceptual understanding, and perseverance and practice. Collaboration time for teachers is needed to review data, refine/adjust teaching strategies, and build reliable formative assessments. The SY 22-23 Freshman Focus initiative will require additional collaboration and instructional planning as teachers begin to implement AVID learning strategies into classroom instruction.</p>
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<p>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?</p>	<p>In our elementary schools, shared decision making and data-driven decision making were both identified as strengths based on the data. Monitoring curriculum, professional learning, instructional and assessment practices were identified as relative weaknesses. Process and perception data indicate many strengths in the area of effective leadership. However, leadership at East Fannin is in the process of aligning Tier I instruction to state standards in order to create consistent instructional expectations schoolwide. Supporting this process will include increased professional learning and classroom observational feedback from leaders, the academic coach, and/or peers. All Leadership standards on the Effective Leadership Data Analysis were rated as exemplary. Trends show that protocols and personnel in leadership roles are perceived as highly effective. Strong relationships have been forged between leaders and staff. As new personnel are hired in leadership positions, continued care will be given to keep the implementation of leadership standards as a high priority.</p> <p>The following rankings were obtained at FCMS: Leadership Standards 1-8 (Operational); Planning and Organization 1, 3-6 (Operational); Planning and Organization 2 (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.</p> <p>At FCMS, a</p> <p>Data, including our 2019 AdvancEd Accreditation report, shows that we have strength in the leadership domain. Of the ten leadership standards, six are rated as operational and four are rated at the exemplary level. Our leadership is trained annually on budgeting practices and processes to ensure that funds are spent and resources are allocated to support learning. The schools and district work to engage the community in continuous improvement efforts including school based governance teams with two positions dedicated to</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>appointed community representatives in addition to elected parents and two school employees. Our school board is recognized as an exemplary board by the GSBA. Funds and resources are equitably distributed to schools based on our Resource Allocation Method/Plan (RAMP), and schools have discretion in how they use their funds and resources as long as funds are expended based on school improvement initiatives aligned with each school's CNA / SIP. It is our expectation and culture that improving student achievement must be the focus for each school. Our schools have leadership/school improvement teams that meet monthly to review the school's progress toward meeting the goals in the school improvement plan. Additionally the district improvement team meets monthly to share school data and make district wide decisions to impact student achievement. Our greatest challenge in leadership is natural attrition based on retirements. We anticipate another significant wave in leadership retirements within the next three to five years, particularly in the Tier 1 leadership positions (AP's). In order to combat this challenge, we have started a successful Aspiring Leaders program.</p>
<p>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?</p>	<p>In our elementary schools, professional capacity is built through allocation of resources and opportunities for participation. Identified weaknesses are differentiated opportunities (both enrichment and remediation), monitoring implementation effectiveness, and coaching to fidelity. Using available data the team determined that follow-up and classroom support with instructional initiatives/professional learning was a primary area of improvement. Due to curriculum changes and the implementation of PLCs, an increase in job-embedded professional learning opportunities will be a priority for the 2021-22 school year. This process will include timely feedback and coaching support for monitoring the effectiveness of professional learning support. Teacher and leader needs will include, time, professional leave, stipends, registration and travel fees, funds to support the use of substitute teachers, contracted services, and other resources to support identified professional learning needs (e.g. book studies, consultants, etc.).</p> <p>At FCMS, the following rankings were obtained: Leadership Standard 5 (Operational); Professional Learning 1-3, 5 (Operational); Professional Learning 4 (Emerging) Uses multiple professional learning designs to support the various learning needs of the staff; Professional Learning 6 (Emerging) Monitors and evaluates the impact of professional learning on staff practices and student learning.</p> <p>FCMS implements a collaborative and ongoing process for improvement. Professional learning needs are identified through multiple data sources and aligned with the school improvement goals. School leadership, department chairs, and the PBIS team make recommendations regarding professional learning needs. Professional learning is evaluated and routinely adjusted according to achievement and process data. There is a strong effort to provide multiple designs of professional learning to meet the professional needs of teachers.</p> <p>Finally, we have fully implemented Professional Learning Communities in</p>

Strengths and Challenges Based on Trends and Patterns

	<p>each of our five schools and are fully committed to providing high quality professional learning to our instructional staff. We have PLC's that are determined based on educator needs, grade level or content area needs, and/or school or system wide needs. These needs may be identified through TKES self-assessments, classroom observations, survey results, and/or committee meetings. Though we offer strong professional learning opportunities, we are still working on monitoring the implementation of new practices as closely as we should. This is a weakness that we must continue to address at the school level. Every spring, we are faced with annual retirements of highly qualified, well trained teachers. We do not have issues with filling vacant positions other than certain CTAE positions and special education positions, but we do have issues with training and supporting the unique needs of new personnel. We must continually refine and revise our New Teacher Induction Program to nurture new hires or those new to a position to ensure that they are successful. We have implemented a comprehensive teacher induction program that supports new teachers for their first three years in the classroom. We have had our new teacher induction program in place for many years, and it is very successful with retention. In 2021-22, our two new principals participated in the Principal's Academy offered through Pioneer RESA with Dr. Mark Wilson as the facilitator. We anticipate a significant wave of retirements in both district and school level leadership positions within the next 5 years and we want to ensure continuity of leadership as we face change in personnel. We started an Aspiring Leaders program to be proactive when it comes to internal leadership.</p>
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<p>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?</p>	<p>At our elementary schools, the environment is welcoming and encouraging with structures in place to promote clear and effective communication with all stakeholders. Trends indicate that building additional partnerships and continuing to encourage stakeholder input would make processes more pervasive and supportive of student, teacher, and leader needs. Data suggests that one of the brightest areas is in family and community engagement. With recognition from the GaDOE in 2017 as a Family-Friendly Partnership award school, EFES has many accomplishments to be proud of in this area. We identified an area for improvement in being more flexible with school-wide events and conferences by hosting these events in the evenings to accommodate parents' work schedules. Also, improving the ability to build capacity in families to provide additional academic support at home while also communicating expectations and current levels of achievement for all students. Fannin County School System uses Title I funds for a parent liaison for each school. Our parent liaisons recruits volunteers, assists with teacher/parent/community involvement and communication, provides resources and support to all teachers and staff members, and helps us meet/exceed Family and Community Engagement standards. While all Family and Community Engagement standards were rated as exemplary, there is a need to continue to develop the capacity of families to use support strategies at</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>home to enhance academic achievement (e.g. newsletters, study guides, parent trainings, etc.). Staff will need to continue to strive to build positive home-school relationships to build trust and increase student attendance. FCMS received an operational ranking in Family and Community Engagement.</p> <p>FCHS strives to develop a strong, collegial relationship with parents and the community. Parental engagement is evident at athletic and booster club events, parents and community members also support the academic, CTAE, and fine arts programs. However, parent engagement regarding academic and graduation concerns is a struggle. Lack of parent/guardian attendance for scheduled parent conferences is a concern. Often, phone numbers in Infinite Campus are out of service and email options are limited creating frustration with parent/guardian communication. The FCHS Parent Liaison is working to increase parent involvement through parent volunteer opportunities, parent informational events, and stronger parent communication (i.e. social media posts, parent newsletters, etc). Infinite Campus, teacher websites, Google Classroom, and Remind give parents full access to grades, assignments, and/or parent teacher communication. Social media, Guardian phone calls, scheduled parent conference early release days, Rebel Radio and Rebel TV are consistently used to keep parents and community members informed and up-to-date.</p> <p>Finally, w</p>
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<p>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?</p>	<p>At our elementary schools, safe and supportive classroom environments that encourage academic challenges for students have been established. However, trends and data indicate that students need to be empowered to be involved more in their own learning and evaluation. Teachers have well-managed classrooms that are conducive to learning. Most teachers create an active learning environment which includes higher order thinking skills, active student engagement, and collaboration. However, the focus will shift to developing strategies for student accountability, utilizing co-teachers and paraprofessionals to maximize learning, and empowering students to actively monitor their own progress through conferring and by using appropriate tools. Increasing access and proficiency with grade level standards instruction for all students through levels of support (scaffolding, differentiation, enrichment, etc.) will be incorporated in training and PLC discussions to improve the implementation of instructional and curriculum changes. All Supportive Learning standards received exemplary ratings except Instructional Standard #8 which received an operational rating. This reveals a need to establish a learning environment that empowers students to actively monitor their own progress. Student goal setting is thus a SIP goal in many of our schools. FCMS obtained the following ranks when it comes to these standards: Instructional Standards 1, 2, 8 (Operational); School Culture Standards 1-5 (Operational); Planning and Organization Standard 1 (Operational) FCHS is proud of its safe, orderly learning environment. The school will</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>continue to refine curriculum maps which outline the school's best practices regarding teaching and learning. Academically challenging learning and supportive environments are encouraged and celebrated. All instructional staff participate in professional learning designed to support all students. Areas of improvement include increasing student engagement and increasing the use of research-based, high-leverage strategies. An increase in students struggling with executive functioning skills is also a concern. Professional learning will focus on taking students from superficial understanding to deeper content expertise, developing stronger student engagement and student ownership of the learning process, and embedding universal classroom procedures to support student learning. More collaboration within course content is needed to allow teachers time to embed high leverage practices, discuss meaningful learning intentions, learning expectations, identify patterns in student work, connecting student work to practice, and examining assessment practices.</p> <p>Finally, the FCSS has strong processes in place for maintaining order and safety. On the supportive learning environment standards, two were rated as operational and one was rated as exemplary (standard 4). All five of our schools received a Five Star Climate Rating in 2017 and 2018. In 2019, four out of five schools earned five stars; our high school had a four star rating. We demonstrate our local commitment to student safety by funding a full time SRO at each school in Fannin County. In addition to a full time SRO, all schools have an audited keyless entry system. The entry system is constantly monitored at both the school and district levels and grants admittance to buildings if the card holder has entry rights assigned to them. All personnel and high school students must swipe their ID to enter any buildings on the high school campus. Fannin County Schools believes in educating the whole child. We offer a wide array of opportunities for our students to be connected to school, areas of interest and each other through sports, clubs and special events. We have implemented a comprehensive MTSS protocol. A challenge with MTSS is finding the personnel during the school day to work with small tutoring groups to provide intensive instruction. We will use ARP funds to remedy this problem beginning with the 21-22 school year. We use a district wide, locally funded universal screener for academics (MAP) for all students in 1st through 12th grades. We also review data Acadience (K-3rd) to ensure that all elementary students are making progress in reading. We are moving toward a standardized "if/then" approach for implementing research based interventions for our students who are not making appropriate progress. This has been a tough process, but we are making gains. We also expanded our focus on mental health by hiring a Crisis Counselor with ARP funds. This position has proved crucial to meeting student mental health needs.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p>When it comes to our elementary schools, demographic data indicates that economically disadvantaged students and students with disabilities struggle to meet accountability targets. Strategically targeting literacy strategies to assist in these areas would be beneficial. Student needs include an emphasis on the high population of economically disadvantaged students and families we serve. The need for an increased focus on building background knowledge, vocabulary, oral language skills, etc. is evident from the time students begin school. The trust our elementary schools have built with families is a benefit in supporting our ED population as well as all populations. Males, students with disabilities, students receiving intervention support, as well as gifted students are all subgroups that need an increased emphasis on improving academic achievement in the areas of ELA and/or mathematics. However, when analyzing the data from our GA Milestones Assessment System results over several years, it is apparent that the major concern is that economically disadvantaged students do not perform as well as other students within our school.</p> <p>At FCMS and FCHS, as teachers continue to implement research-based literacy strategies in all content areas, the literacy data indicates SWD and ED students are making gains. Continued professional learning focused on high-leverage and evidence-based practices in all content areas is an ongoing need. Additionally, high-quality professional learning to support implementation of the STEM initiative is needed.</p> <p>Finally, FCSS is rural, predominantly white, with a high number of economically disadvantaged students. The FCSS does an excellent job balancing local, state, and federal resources to provide a high quality education for our students. Our financial star rating on CCRPI is lower than we would like, but that is because the calculation assumes that higher spending should result in higher CCRPI scores. We do not concur with this reasoning. Due to the fiscally conservative decisions of previous school boards and the current school board, the FCSS is able to keep our millage rate low (currently 10.391) which is significantly below the state average. The school system continues to offer 190 day contracts to teachers which provides 180 days of instruction to students. Also, the FCSS continues to offer additional classes and services to our students which are over and above state funding allocations. We provide many positions locally that are not fully or even partially state funded including a full time school nurse, school resource officer, technology specialist, academic coach, a bilingual parent liaison, and at least one assistant principal for every school. We have agreed as a district that we are unwilling to cut services to improve the financial star rating for the district. We feel that our students and the community benefit from the additional positions, courses, and services that we provide. Our annual audits, including single program audits and our 2018 cross-functional monitoring, were clear of findings. Our RAMP is operational and demonstrates that we use federal Title I funds to supplement, not supplant.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>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?</p>	<p><u>Elementary School</u></p> <p>When comparing our Spring 2021 GA Milestones EOG mathematics data to our Spring 2022 GA Milestones EOG mathematics data, we have shown growth in the percentage of students scoring Level 2 and above as well as in the percentage of students scoring Level 3 and above. Our elementary mathematics data is trending in the positive direction. 43.9% of 3rd-5th grade students scored a Level 3 or higher in mathematics.</p> <p>When comparing our Spring 2021 GA Milestones EOG ELA data to our Spring 2022 GA Milestones EOG ELA data, our percentage of students scoring Level 2 and above as well as our percentage of students scoring Level 3 and above declined. Our elementary ELA data is trending in the negative direction. 34.3% of 3rd-5th grade students scored a Level 3 or higher in ELA. However, we need to improve in all subject areas.</p> <p><u>Middle School</u></p> <p>When comparing our Spring 2021 GA Milestones EOG and EOC data, we remained stable in all subject areas when it comes to Level 2 and above and Level 3 and above. Our mathematics scores are better than our ELA scores. However, we need to improve in all subject areas.</p> <p><u>High School</u></p> <p>When comparing our Spring 2021 EOC scores to our Spring 2022 EOC scores, we showed growth in all subject areas when it comes to the percentage of students scoring a Level 2 or higher as well as the percentage of students scoring a Level 3 or higher. Although this growth is impressive, we need to improve in all subject areas.</p> <p>Our student achievement data reveals that our students need to have instruction in the classroom that hits all levels of the depth of knowledge spectrum from DOK 1 to DOK 4. In order to have this type of instruction, professional learning to teachers that focuses on the GaDOE frameworks and instruction that provides DOK 1 to DOK 4 is needed.</p> <p>We will continue to focus on our MTSS process and protocols and utilize the NWEA MAP assessments multiple times per school year to assist with MTSS and monitoring student progress. We will continue to provide elementary school teachers with strong mathematics professional learning that focuses on the GaDOE frameworks and teaching with depth of knowledge in mind; this PL has proven successful for us. We plan to begin providing this same type of PL to middle school and high school mathematics teachers as well as to all ELA teachers.</p>
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IDEA - Special Education

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

Strengths	<p>The Special Education Department has a strong focus on compliance and implementation of the IEP with fidelity. Procedures have been established and are consistently followed by all staff. Fannin County’s students with disabilities are offered the continuum of services and provided with supports that exceed what is considered as a Free Appropriate Education. Teachers and staff typically go beyond requirements of the IEP and establish relationships with students and families that help foster a long term commitment to graduation and transitioning to post secondary outcomes. Students with disabilities have access to hands-on learning, STEM/STEAM instruction, and CTAE instruction.</p>
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Challenges	<p>Overall, data suggests that while Fannin has an above average graduation rate, there continues to be a significant gap between the academic performance of students with disabilities and non-disabled peers. Our students have weaknesses in core reading, writing, and math and need additional support to be successful with abstract and critical problem solving. These critical skill gaps can be attributed to a need for increased knowledge and execution of special instruction techniques and programs with our high incident disability groups. In addition to these challenges, there is typically a higher staff turnover rate among special education teachers/service providers than with general education teachers. We struggle to find and retain quality speech pathologists, occupational therapists, and school psychologists to work with our special needs students. Finally, our district is above the 1% cap for GAA participation, even when using the required rubric with fidelity. Another challenge is our CTAE pathway completion rate for students with disabilities. We are set to hire a CTI for the 22-23 school year to assist with this challenge.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Through Title I, we are able to provide our students with personalized learning, evidence based interventions and high quality materials. We are also able to build the capacity of our families as we work together to increase student achievement. The vast majority of our Title I budget is spent on providing personnel to work with our students that need additional assistance or intervention (paraprofessionals) and build our relationship between the school and home (parent liaisons). Title I funds are used to provide additional paraprofessionals in the three elementary schools and a parent liaison at all</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

	<p>four Title I schools. In addition to providing high quality personnel to support students and their academic achievement, we use Title I funds to provide technology based instruction/intervention to students and additional instructional materials. We have fully implemented the expectation that interventions, methodologies, and materials must be evidenced based, align to the school's improvement goals and support the school's MTSS protocol. Schools must submit evidence based models to the district along with their Title I budget which must be approved by their school improvement team, School Governance Team and Title I director before being entered into the consolidated application.</p>
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<p>Challenges</p>	<p>Though our parent participation is much improved at the Title I schools now that we have Parent Liaisons, parents do still shy away from academic-based programs at school. Events, performances, and celebrations are better attended than training sessions and workshops that build parent capacity. We also struggle somewhat to get hard-to-reach families involved with school. It is very common to see the same faces at every event. As for the students, we do have some fairly significant academic gaps in our economic disadvantaged population. The longer we have our students in school, the better they perform. Reaching our students early is absolutely critical. Though we have implemented using evidenced based interventions with students, we must continue training our school level leaders and instructional staff in this area. Previously, our district focused on best practices when making decisions about materials, professional learning offerings, or classroom expectations. Though "best practices" may align with "evidence based" in many instances, these terms are not synonymous or interchangeable. Schools will need continued support in this area to ensure we are in compliance with the law and guidelines of Title I.</p>
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Title I, Part A - Foster Care

<p>Strengths</p>	<p>We are extremely fortunate to have a full time school system social worker who previously worked at our local DFCS office. We have a viable and successful Foster Care transportation plan in place and work very closely with DFCS to assist students who are in foster care. Additionally our system social worker works with schools and/or directly with students to make sure that we meet the tangible needs of students in foster care. She works personally with seniors to help them complete their FAFSA packets. Our school system has established a Children's Fund to help provide for students who have needs but may not have the financial support at home to meet these needs (i.e. glasses, college application fees, SAT fees, clothing, etc.)</p>
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Title I, Part A - Foster Care

Challenges	<p>Communication between DFCS and the school system and/or individual schools can be a challenge. A barrier to communication could be due to a lack of time, frequent staff changes and conflicts between privacy and need to know. Strong communication must be continually forged and prioritized. Fannin has one of the highest rates of substantiated cases of child abuse/neglect in the state. The volume of abuse and neglect cases puts a strain on the resources available to both DFCS and the school system. An additional challenge is identifying and keeping an updated database of students who are in foster care. We have a lot of students who are being cared for by relatives; we are not always aware that these students have been placed in kinship care by DFCS.</p>
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Title I, Part A - Parent and Family Engagement

Strengths	<p>The Parent Liaisons at the four Title I schools have been invaluable in increasing parent involvement at school as well as improving the volunteering program at those schools. All Fannin County schools are reaching out to parents and guardians consistently in a variety of ways using both traditional (flyers, newsletters) and innovative (social media) means. Though we have a low incidence of ESOL students (an average of 42 EL students in the district), we are committed to providing our non-English speaking families with consistent, reliable, and personalized support. Based on our annual parent survey, our parents recognize the efforts of the schools to communicate frequently and make sure they are connected with the school.</p>
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Challenges	<p>Though our parent participation is much improved at the Title I schools now that we have Parent Liaisons, parents do still shy away from academic-based programs at school. This is a real challenge now that building parent capacity is prioritized over outreach and inclusive events designed to build community. Events, performances, and celebrations are well attended, but training sessions and/or workshops typically have a lower attendance, even when the topic of the training or workshop was selected by the parents. Parents do not seem to be interested in developing much less leading staff capacity workshops or training. Most feel that this is not their role and it is out of their comfort zone. This paradigm shift will take time. Outreach is much easier than building capacity particularly when parents are more comfortable being participants as opposed to full partners in their child's education. Our winter Title I parent involvement survey shows that most parents are not interested in attending training sessions at school regardless of the topic or when it is scheduled. In January 2022 we launched our Parent Involvement Survey and had over 700 responses over the course of the window. The 2021-2022 survey reflected much of the same data as previous years: our parents are satisfied with the level of contact and involvement we provide to them but their schedules prevent many from being frequently present in our schools. Our parent liaisons</p>
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Title I, Part A - Parent and Family Engagement

	encourage an equal partnership in education, listen to parents as they voice their needs or concerns, and share with school and district leadership how we can continue to build strong relationships with our families.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Once a migrant student is identified, the ESOL team typically takes the lead in assisting the family with enrollment forms if language is a barrier even if the student is not an ESOL student, identifying the family's needs and determining how the school system can provide assistance. If the family speaks another language, our bilingual parent liaison conducts the interview and assists with paperwork. The interview focuses on previous schools attended and services provided by the former school(s). A strength of our program is the personnel. We have four full time employees that assist or provide services to ESOL and/or migrant students. Additionally we are part of the MEP consortia and benefit from their assistance in providing tutors to priority for service (PFS) students (typically preschool and high school).
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Challenges	We have a low incidence of migrant students so we do not receive any direct funding to assist our families. We have felt very supported by the MEP consortia though and appreciate their assistance as needed for our migrant families. We are aware of the Migrant Student Information Exchange (MSIX) and its availability if we are unable to locate records of enrolling migrant students. We have not experienced issues with records but that is likely due to our strong ESOL team and bilingual parent liaison.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	We work with families, DFCS, the Open Arms facility and our transportation department to ensure that students who are neglected and in care will have a way to their "home" school if that is in the child's best interest. We provide free breakfasts to all students and free or reduced lunches to these qualifying students. We use our Title I set aside to support the Open Arms neglected facility that is located within Fannin County. Additionally, we offer tutoring and credit recovery options to students that have come into care at the facility and our policy for Homeless students includes procedures on awarding partial
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

	credit to students who frequently change schools or homes. Open Arms students attend Fannin County Schools. The home serves neglected girls between the ages of 12 and 18. For the past several years, Open Arms has requested on-site tutoring services for their residents and we have provided that service using Title I funds.
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Challenges	The students served by Open Arms and the personnel working at the facility are often highly transient, which makes relationship building difficult. We have worked to establish and build our relationship with the personnel at the Home but communication between the schools and the facility is not consistent, most likely due to frequent changes in personnel. Title I funds have been used to provide on-site tutoring for the girls who live at Open Arms at their request. It has been difficult for us to develop a strong relationship with the Home, probably because of privacy concerns and frequent changes in their personnel.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>Fannin County has a strong history of retaining high quality, in field teachers. Currently, 74% of our teachers hold advanced degrees. During 2021-2022 we only had four teachers in the school system that were out of field. We had a high school teacher that was certified in history, but taught a geography course one period a day. The teacher that served at the early childhood education practicum supervisors and our occupational safety teacher are out of field, but met our professional qualifications in the approved FY 22 CLIP. The GNETS teacher at the middle school was the teacher of record for students in some connections courses, and she was out of the field in Visual Arts. For the 21-22 school we project a 10% attrition rate, with 5% of those being retirees. We continue to implement and improve our new teacher induction plan, that includes mentoring, peer to peer observations, and a personalized online professional development piece tailored to each new teacher needs. Due to our concerted effort in supporting new teachers we have a 2% attrition rate of teachers in our system that are within their first three years of teaching. In fact, only 1 staff member is not returning to their position next year out of 29 in the induction program.</p> <p>Title IIA funds have allowed us to provide high quality professional development to all teachers across the district. Our targeted PL has shown a positive impact through student growth. Federal funds are critical for us to continue provided the training and tools teachers need to teach our students. We ensure that all PL is tied to our effectiveness plans and that each PL opportunity is reviewed for effectiveness and a positive impact on learning. Recognizing that we have special populations of students within our system that have very diverse needs, we are focused on expanding the amount of</p>
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Title II, Part A - Supporting Effective Instruction

	teachers with gifted and dyslexia endorsements. Currently, 33% of our staff have gifted certification and none have the dyslexia endorsement. We do have four staff members currently enrolled in a dyslexia endorsement program.
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Challenges	<p>One of the biggest challenges we have faced this year is finding time for teachers to attend professional learning. We have been so short of substitute teachers, that we can barely cover staff that are out for sickness or personal reasons. Therefore, finding subs for professional learning has not been easy. In fact, we have to halt using subs for PL part of this year due to the shortage. This has made it extremely difficult to expend federal funds on PL throughout the year. We do have a significant amount of days planned this summer for teachers to attend PL in addition to offering after school and virtual options for PL.</p> <p>According to our most recent PL Survey the district PL needs fall under these categories.</p> <ul style="list-style-type: none"> Math: Problem Solving/Analytical Thinking Writing Across the Curriculum First Aid-CPR Math: Basic Numeracy Skills (K-5) Building Resilience in Learners (Increasing Rigor and Balancing with Success) STEM in the Classroom Dyslexia Endorsement Math: Building on Numeracy (6-12) Technology: Productivity Tools For Teachers Developing Leaders for Fannin County Schools <p>It will be a challenge to provide high quality PL with such a diverse list of topics. The district improvement teams and school improvement teams will have to consider the needs and current data in order to prioritize the list of topics.</p> <p>We have a high percentage of our administrative staff that will be retiring in the next three to five years. It is vitally important that we begin cultivating and training the future instructional leaders in Fannin County. Finding applicants for leadership positions has become very hard due to certification changes. We are addressing this gap using Title IIA funds to support an Aspiring Leaders program.</p>
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>The following data comes from our 2019 CCRPI report, which is the last time that we had a CCRPI report. When analyzing our Spring 2021 GA Milestones EOG and EOC scores, we saw similar patterns to the ones outlined below.</p> <p>We have an extremely strong ESOL program, the backbone of which is our instructional staff. We have three full time ESOL teachers and a bi-lingual parent liaison to serve our EL students and their families. Our EL population is extremely stable with very few students entering or leaving the school system during the year. In addition to our ESOL teachers who serve as itinerant teachers at all schools in the district, we have 40+ teachers with an ESOL certification or endorsement on their certificate (approx. 20% of teachers in the district). Principals and academic coaches prioritize class scheduling for EL students and place those students in classes staffed by those holding the ESOL certification or endorsement whenever possible. When reviewing the 2018 Milestones data, our ESOL students performed very well overall. The table below shows the percentage of students who scored at the proficient or distinguished levels. The Hispanic subgroup outperformed "all students" in elementary math and both middle school ELA and middle school math. At the high school level, those in the Hispanic subgroup scored below the "all students" group. On the 2018 CCRPI report for elementary schools, all three elementary schools scored 100% on "closing the gaps." The 3% performance target was met in elementary ELA, elementary math and middle school ELA. The 3% target was not met in middle school math or high school math.</p>		
	Subject	All students performance	Hispanic subgroup performance
	Elem. ELA	45.81	41.46
	Elem. Math	47.34	48.78
	Middle school ELA	44.37	69.57
	Middle school math	49.36	56.53
	High school ELA	59.82	42.11
	High school math	62.14	54.54
	<p>In English Language proficiency, the district score for 2018 was 87.5. Even though the score was 87.5%, this subgroup did not meet the target which was 90%. Our EL population is extremely small, and small fluctuations in individual academic performance dramatically impact aggregated data. In 2019, 100% of our EL students made progress toward English proficiency which was a 12.5% gain. 70.29% of those EL learners in high school made progress toward English proficiency which was down from 2018. There were too few learners at the middle school level to calculate their progress as a subgroup. We have not received aggregated Milestones data from the spring Milestones tests.</p>		

Language Instruction for English Learners and Immigrant Students

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

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

Challenges	Our ESOL teachers participate in professional learning along with all teachers. Since the ESOL team is itinerant, maximizing schedules can be a challenge, but we are able to serve ESOL students using the DOE requirements with the teachers we have on staff. Our bilingual parent liaison provides a tremendous amount of support to our teachers and families. Clear communication between the school and home can be a challenge, but she has done an excellent job making communication easier. Some of our ESOL families move frequently which can also be a challenge, but the ESOL team and general education teachers do an excellent job supporting student needs, including the needs of English language learners.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Though we are not direct funded for Title IX, our school system social worker works tirelessly to meet the needs of students who are identified as homeless. Our schools use local and state funds to support our homeless students in addition to Title I funds. To identify the educational needs of homeless children, Fannin County uses the following assessment instruments: Milestones EOC and EOG results, MAP Growth assessments, Acadience, and locally developed classroom assessments. Principals are required to provide annual faculty training to ensure that homeless students are not isolated or stigmatized in any way. Additionally all employees (including approved substitute teachers and volunteers) must complete <i>Compliance Direct</i> modules which include information specifically related to McKinney Vento compliance. Our Foster Care transportation plan is viable and works efficiently to ensure that homeless students remain in their school of origin if that is in the best interest of the child. Our plan is a collaborative effort between the district, the school system transportation department, the system social worker and the local DFCS office and it is reviewed annually. We offer quick entrance into our schools for students whose families may need additional time to locate records to complete the enrollment process. Students are immediately evaluated for free/reduced lunch status based on their living arrangements/needs. We have an approved board policy that includes provisions and procedures for awarding credit or partial credit for students who are homeless.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	Quickly and accurately identifying homeless students can be a challenge and the change in definition has caused some confusion. Occasionally we have families that are resistant to completing the annual housing survey which is our screening tool for determining possible homeless status. The school system social worker follows up with these families, but sometimes a family feels like the questions are personal and they do not want to participate. An additional challenge is helping our families transition from McKinney Vento once they no longer qualify for these services. Communication, though a priority, can be a stumbling block. Often DFCS may place a child in care with another family member but then we may not know about this immediately. Fannin has an extremely high incidence of reported and substantiated child neglect/abuse cases.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Teachers in the Fannin School system are evaluated using the TKE system. We offer additional support to teachers who are not rated as proficient on their evaluations, both informally and also formally using a Professional Learning Plan (PLP) as necessary. Student placements are carefully scrutinized so that all students are placed with teachers who are competent. We are fortunate to have a competitive job market which affords us the opportunity to be extremely selective when hiring. Our district prioritizes professional learning and training for its teachers which results in a stronger teaching staff. If a teacher is unable to meet our standards for performance, she/he is given an opportunity to improve through a structure Professional Learning Plan which is developed and monitored by her/his direct supervisor. If expected improvements are not demonstrated, the teacher's contract is not renewed.
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Challenges	There are rare occasions where we have difficulty filling a teaching position with a highly qualified teacher. The career pathway classes have been the toughest to staff because of specialized skill sets required for these jobs and fluctuations in the career paths we have offered over the last few years based on student interests. Currently we have a lot of interest in the health care field as a career pathway, but very low interest in the technology pathway at the high school level. Due to this change in interest we shifted the technology career course to the middle school and broadened the number of courses available at the high school level that are related to the health care field. We have added a Welding pathway which create many discussions about staffing the position. We have always required certification to teach before we would interview; this is beginning to change as we need more specialized content/skill knowledge in CTAE classes.
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Title IV, Part A - Student Support and Academic Enrichment

<p>Strengths</p>	<p>Fannin County is committed to developing safe, healthy, and well rounded students. In FY 21, Title IV funds in the area of well rounded were used primarily to support STEM/STEAM education which is part of our Charter contract initiatives. Equipment, software subscription like STEMSCOPE, and materials for real world learning projects were purchased with Title IV funds. In the realm of safe and healthy, Title IV funds were used to support our PBIS implementation and also Sources of Strength implementation at Fannin County High School. Purchasing a 3D printer for an elementary school, a Van De Graff generator for the middle school, and extensive STEM equipment at the high school was also made possible using these funds. An elementary school began offering archery, which is a first for Fannin County, and the band program at the middle school was able to purchase some new instruments and music books. The flexibility of these funds to support students and offer enrichment opportunities has been extremely beneficial for the district and schools. Title IV presented us with a great opportunity to shift our focus and support a different facet of success for our students.</p>
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<p>Challenges</p>	<p>The Title IV funds and support allowed our schools an opportunity to support the whole child. One area of need that we are still struggling to meet is supporting students in crisis. In previous years we have used some of our Title IV funds to provide additional mental health training to our school counselors but it is still difficult for schools to be able to meet all of the specialized mental health needs of our students. Our teachers have expressed in surveys and school improvement meetings that students are not fully invested in their future which is concerning. The greatest challenge in 2020-21 was that professional learning was tremendously affected due to COVID. We have used a large portion of Title IV funds in the past for professional learning in STEM/STEAM as well as mental health support. Now that the pandemic is ending, hopefully additional PL will be available for our teachers to support the whole child.</p>
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Title V, Part B - Rural Education

<p>Strengths</p>	<p>Title VB RLIS funds have allowed us to expand the use of instructional technology across the school district. We have purchased software that pinpoints learning deficits, provides targeted instruction, and tracks academic growth in real time. The use of this software along with other educational software allows our staff and students to have access to 21st century learning tools that they would not have if not for grant monies. We also have been able to expand our professional learning opportunities to all of our staff through Title VB funds. We were able to provide stipends to staff that completed STEM, Gifted, and Dyslexia endorsement courses this year. Digital learning, digital literacy and digital citizenship are priorities for the FCSS and we have been able to use RLIS funds to address these digital learning priorities.</p>
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Title V, Part B - Rural Education

Challenges	With limited RLIS funds, prioritizing the use of funds can be challenging. We tend to focus RLIS funds at the high school level due to only our elementary and middle school receiving Title I funds.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 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	Student achievement in ELA is inconsistent and does not meet or exceed the achievement targets in all grades.
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	
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Overarching Need # 2

Overarching Need	Student achievement in mathematics is inconsistent and does not meet or exceed the achievement targets in all grades.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need # 3

Overarching Need	Many students need extensive social, emotional, academic, or behavioral coaching and support to learn how to be successful in school and how to set short and long term life goals.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No
Priority Order	3

Additional Considerations	All five schools in the district have identified the need for students to learn to actively engage in monitoring their own progress. Students seem to be disconnected from their role in learning and are relying on either their teachers or their parent(s) to motivate them. Additionally we have many students that struggle with social, emotional, or behavioral needs that we must address in order to support the whole child.
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Overarching Need # 4

Overarching Need	Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district. Additionally, approaching retirements may cause gaps in district and school leadership if we do not prepare for the future.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	Our attrition rate is similar to surrounding counties. When personnel leave the system we do evaluate the reasons for leaving employment within the system. The number one cause for attrition is retirement followed by personal circumstances such as relocating to be nearer to family. We have a seasoned workforce (both in leadership and teaching) which will be directly affected due to retirements in the next three to five years.
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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 - Student achievement in ELA is inconsistent and does not meet or exceed the achievement targets in all grades.

Root Cause # 1

Root Causes to be Addressed	Inconsistent professional learning, instructional materials unintentionally not being used with integrity, and teachers feeling as though they do not have the flexibility and freedom to deviate from a specific reading program have contributed to poor student achievement in ELA, reading, and writing.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : Local, state, ARP

Additional Responses	In 2018-2019, all three of our elementary schools used the L4GA grant to switch to one common reading/ELA program, Bookworms. However, our reading/ELA achievement data has decreased overall since the implementation of Bookworms. The 3rd grade students who have had three straight years of Bookworms reading/ELA instruction took the GA Milestone Assessments for the first time this spring (spring of 2022). However, elementary reading/ELA achievement decreased again from Spring 2021 to Spring 2022.
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Root Cause # 2

Root Causes to be Addressed	This professional learning has continued to be inconsistent. It has not provided teachers with the ability to provide high-quality instruction that focuses on all depth of knowledge levels or with the confidence to be flexible and free to make standards-based decisions that are best for their specific students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : ESSER III ARP L4GA
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Additional Responses	We will focus more on standards-based professional learning, GaDOE frameworks-based professional learning, and job-embedded professional learning in reading/ELA that utilizes the instructional strengths of our academic coaches, MTSS/Intervention Coordinators, and other staff members with expertise.
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Overarching Need - Student achievement in mathematics is inconsistent and does not meet or exceed the achievement targets in all grades.

Root Cause # 1

Root Causes to be Addressed	Although effective standards-based, GaDOE frameworks-based professional learning at the elementary school level has been effective in substantially raising our mathematics achievement scores in math over the past two years, we are still not meeting our targets because we need more time with our professional learning and monitoring of implementation. We need to extend this type of professional learning to our middle school and high school mathematics teachers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Others : local, state, ARP

Additional Responses	Since 2018-19, teachers in K-5 have been consistently using the math curriculum frameworks and continue to build onto these resources. Our high school already has additional curriculum documents in place. The high school frameworks, housed in Google Drive, are available to all teachers and are continually expanded and refined. Providing high-quality professional learning in math K-12 continues to be a priority.
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Root Cause # 2

Root Causes to be Addressed	Our parent surveys at the four Title I schools in the county have all identified a need for building parent capacity when it comes to helping their child with math homework at home. Our parents are uncomfortable helping their children with their work because their child has been taught differently than they were taught in school. Parents do not understand why math instruction should begin at the conceptual level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : Local, state funds

Additional Responses	We need to continue to provide concrete, intentional resources and trainings to parents (especially K-5) that allow them to better help their children with mathematics at home.
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Root Cause # 3

Root Causes to be Addressed	Teacher feedback indicates that students have issues with foundational numeracy.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : local,state, ARP

Additional Responses	
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Overarching Need - Many students need extensive social, emotional, academic, or behavioral coaching and support to learn how to be successful in school and how to set short and long term life goals.

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Many students still expect their parent or teacher to monitor their progress and do not make the connection between their school success and success post-high school. In addition, students have diverse needs that many teachers struggle to meet due to limited knowledge of student supports and interventions.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Others : local, state, ARP

Additional Responses	Teachers have noted that many students have a low investment in their own learning and expect others to keep them on track at school. Students must learn resiliency and also that their life path will be determined by their choices and not the choices of others.
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Root Cause # 2

Root Causes to be Addressed	Many students need specialized help to overcome social, emotional, or behavioral distresses which the schools may not be prepared to provide.
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 Others : local, state, ARP

Additional Responses	Teachers and leaders continue to express concerns that students need more emotional, social, or behavioral support to ensure they stay in school and remain on track for graduation. Our counselors have continued to note an uptick in students who are distressed and have low coping skills.
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Overarching Need - Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district. Additionally, approaching retirements may cause gaps in district and school leadership if we do not prepare for the future.

Root Cause # 1

Root Causes to be Addressed	New employees both in the classroom and in leadership positions must have additional training beyond what was required for certification.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Additional Responses	Our district has developed a New Teacher Induction Program. The program is updated and revised each year based on specific needs. New teacher induction includes both targeted professional learning and a structured mentoring program. Our district has now also started an Aspiring Leaders Program for educators to obtain their Tier I leadership endorsement with support and guidance.
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District Improvement Plan 2022 - 2023



Fannin County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement in ELA is inconsistent and does not meet or exceed the achievement targets in all grades.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent professional learning, instructional materials unintentionally not being used with integrity, and teachers feeling as though they do not have the flexibility and freedom to deviate from a specific reading program have contributed to poor student achievement in ELA, reading, and writing.
Root Cause # 2	This professional learning has continued to be inconsistent. It has not provided teachers with the ability to provide high-quality instruction that focuses on all depth of knowledge levels or with the confidence to be flexible and free to make standards-based decisions that are best for their specific students.
Goal	In 2022-23, students taking the Milestones ELA assessments will meet or exceed the 3% achievement improvement targets.

Action Step # 1

Action Step	In 2022-2023, instructional staff will participate in high-quality professional learning that addresses literacy, comprehension, differentiation, and/or writing instruction to improve student achievement.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas and Sign-In Sheets Monthly school improvement meetings Quarterly plan implementation reviews at district improvement meetings

Action Step # 1

Method for Monitoring Implementation	professional learning requests, verifications, and artifacts TKES observation data
Method for Monitoring Effectiveness	review of professional learning exit surveys review of TKES data classroom observations
Position/Role Responsible	Principals Professional learning coordinator District improvement coordinator Title IIA Director Instructional staff
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	University of Delaware partnership to provide PL for Book Worms for the three elementary schools Pioneer RESA
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Action Step # 2

Action Step # 2

Action Step	All schools will utilize MTSS Coordinators/Intervention Coordinators and Interventionists to provide evidence based interventions through the MTSS to students that are performing below proficiency in reading or ELA.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	School Improvement action plan reviews Student performance data reviews and progress monitoring Title I paraprofessional schedules MTSS records
Method for Monitoring Effectiveness	review of student achievement review of classroom observation data
Position/Role Responsible	Title I Director Principals Academic Coaches Instructional Staff
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

Action Step # 2

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

Action Step	Students in first through twelfth grades will be assessed using Measuring Academic Progress (MAP) twice per year to measure current level of performance, growth in reading and need for intervention through the MTSS protocol.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student assessment results Data review at school MTSS meetings Data review at school and/or district improvement meetings
Method for Monitoring Effectiveness	Data teams at the school level will monitor student achievement data at the conclusion of each window on the local assessment calendar
Position/Role Responsible	Principals Academic Coaches Instructional staff Central office leadership (assessment and student services)
Evidence Based Indicator	Promising

Action Step # 3

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	We administer MAP reading and math assessments from NWEA twice per year to students in grades 1-11 and 12th graders who are in the MTSS process. The MAP assessments provide formative assessment data to drive instruction and support the MTSS protocol at the school level to determine areas requiring intervention.
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Action Step # 4

Action Step	In 2022-2023, school-based professional learning communities will disaggregate their students' summative and formative data to determine the most appropriate research based interventions for those students that are performing below grade level expectations. Substitutes and stipends will be provided as needed.
Funding Sources	Title I, Part A Title II, Part A Title V, Part B
Subgroups	Economically Disadvantaged Homeless English Learners Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	School improvement team agendas and minutes School level presentations of data at district improvement meetings
Method for Monitoring Effectiveness	Progress monitoring of effectiveness of student interventions in MTSS plans Lesson Plans will include differentiation
Position/Role Responsible	School leadership Academic coaches Directors of Learning and Achievement, Curriculum and Instruction, & Student Services

Action Step # 4

Evidence Based Indicator	Promising
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Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	During the 2022-2023 school year, parent liaisons at all schools will help to offer at least one parent workshop that supports literacy and includes ideas on how to improve their child's reading and/or writing skills.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement

Action Step # 5

Method for Monitoring Implementation	Require all schools to provide evidence of the training including invitations, flyers, sign in sheets, or other training artifacts
Method for Monitoring Effectiveness	Exit surveys following the workshop Parent feedback
Position/Role Responsible	Principals Academic Coaches Parent Liaisons at all five schools Instructional Services and Policy Director Director of Curriculum and Instruction
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Schools may call on the assistance/expertise of our Get Georgia Reading Partners which include the Fannin County Public Library, Fannin Family Connections, and/or The University of North Georgia among others.
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Action Step # 6

Action Step	Schools will provide classroom teachers, paraprofessionals, MTSS/Intervention Coordinators, and Interventionists with resources (materials, training, texts, supplies, equipment, and software) to support differentiated and enhanced tier I instruction.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B

Action Step # 6

Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans will include differentiation plans and use of resources
Method for Monitoring Effectiveness	TKES Observations and walk throughs
Position/Role Responsible	Academic Coaches School based leadership Directors of Student Services, Learning and Achievement, & Curriculum and Instruction
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student achievement in mathematics is inconsistent and does not meet or exceed the achievement targets in all grades.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Our parent surveys at the four Title I schools in the county have all identified a need for building parent capacity when it comes to helping their child with math homework at home. Our parents are uncomfortable helping their children with their work because their child has been taught differently than they were taught in school. Parents do not understand why math instruction should begin at the conceptual level.
Root Cause # 2	Although effective standards-based, GaDOE frameworks-based professional learning at the elementary school level has been effective in substantially raising our mathematics achievement scores in math over the past two years, we are still not meeting our targets because we need more time with our professional learning and monitoring of implementation. We need to extend this type of professional learning to our middle school and high school mathematics teachers.
Root Cause # 3	Teacher feedback indicates that students have issues with foundational numeracy.
Goal	In 2022-2023, students taking the Milestones Math assessments will meet or exceed the 3% achievement improvement targets.

Action Step # 1

Action Step	Teachers will work collaboratively to align, prioritize, and develop problem and project-based learning to support student mastery of the standards and integrate STEM/STEAM methodology. Substitutes and stipends will be provided as needed.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PLC agendas, sign in sheets, professional learning goals

Action Step # 1

Method for Monitoring Effectiveness	Professional learning plans Professional learning requests/verifications Grade level or PLC minutes TKES observations
Position/Role Responsible	School leadership teams District leadership Academic Coaches K-8 teachers 6-8 Exploratory Teachers
Evidence Based Indicator	Promising

Timeline for Implementation Others : on going

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA staff; private consultants including those from "Learner's Advantage." Georgia Youth Science and Technology Center. GaDOE STEM/STEAM Department
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Action Step # 2

Action Step	All students in first through eighth grades and students enrolled in a math course in grades 9-12 will take the Measuring Academic Progress (MAP) assessment twice per year to provide formative assessment data for instruction and/or intervention.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

Action Step # 2

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Benchmark results Differentiation in math lesson plans Intervention plans
Method for Monitoring Effectiveness	Testing rosters and reports MTSS quarterly review meetings
Position/Role Responsible	School leadership teams Academic Coaches Math teachers K-12
Evidence Based Indicator	Promising

Timeline for Implementation Others : Semester

Does this action step support the selected equity intervention? No

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

Action Step	All schools will provide materials and workshops or events to parents/guardians that support mathematical understanding and STEM/STEAM methodologies.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School level Family Engagement Plans Sign in sheets with agendas Artifacts of workshops, training, or events
Method for Monitoring Effectiveness	Individual parent feedback Sign in sheets for parent events Parent survey results following training or events
Position/Role Responsible	School level leadership teams Parent Liaisons at all five schools Director of Curriculum and Instruction and Learning and Achievement
Evidence Based Indicator	Promising

Timeline for Implementation Others : Semester

Does this action step support the selected equity intervention? No

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA may provide technical assistance for creating video math lessons to post on school websites.
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Action Step # 4

Action Step	All schools will utilize their MTSS/Intervention Coordinators and Interventionists to identify and provide approved, evidence-based interventions to students that are performing below grade level in mathematics and STEM/STEAM.
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	MTSS records Student progress monitoring data School interventionist schedules Title I Parapro schedules
Method for Monitoring Effectiveness	MTSS quarterly meetings MTSS impact checks TKES observations
Position/Role Responsible	Director of Curriculum and Instruction and Learning and Achievement Principals Academic Coaches Instructional Staff
Evidence Based Indicator	Promising

Action Step # 4

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	All schools will provide professional learning, materials, supplies, and equipment that will facilitate the integration of STEM/STEAM and CTAE into their instructional program to support inquiry or problem-based learning and promote higher order thinking skills. Substitutes and stipends will be provided as needed.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas & Sign-In Sheets TKES observations

Action Step # 5

Method for Monitoring Implementation	Lesson plans
Method for Monitoring Effectiveness	Classroom observations Increased student engagement in class
Position/Role Responsible	School leadership academic coaches teachers
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Involvement with community partners at each of the schools which may include: UGA, UNG, TVA, Tri-State EMC, Ellijay Telephone Company (ETC), Adopt-a-Stream, Mercier Orchards, and the North Georgia Master Gardeners. Also STEM education and professional learning provided by the GaDOE, the GAETC conference and Pioneer RESA.
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Many students need extensive social, emotional, academic, or behavioral coaching and support to learn how to be successful in school and how to set short and long term life goals.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many students still expect their parent or teacher to monitor their progress and do not make the connection between their school success and success post-high school. In addition, students have diverse needs that many teachers struggle to meet due to limited knowledge of student supports and interventions.
Root Cause # 2	Many students need specialized help to overcome social, emotional, or behavioral distresses which the schools may not be prepared to provide.
Goal	In 2022-23 the FCSS will provide academic, emotional, social, academic, and behavior support to students to encourage engagement in their education, underscore the belief that failing is part of learning (resilience), and promote good physical, mental, and emotional health.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

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

Action Step # 1

Action Step	All schools will provide opportunities for and encourage students to participate in sports, extracurricular activities or clubs, and events to improve attendance, school engagement and promote the development of a well-rounded student.
Funding Sources	Title IV, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monthly extracurricular updates at school board meetings school improvement plans
Method for Monitoring Effectiveness	Rosters for sports teams or clubs After school event planning Attendance at after school events Infinite Campus attendance reports
Position/Role Responsible	Principals Coaches Club sponsors Instructional staff
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The North Georgia Garden Club; the Rotary Club; sports booster clubs; TVA; Tri-State EMC; Mercier's orchards; Blue Ridge Mountain Arts Association; Georgia Mountain Research and Education Center
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Action Step # 2

Action Step	All schools will focus on PBIS Tier 1, begin implementation of PBIS Tier 2, and will receive materials, training, and professional learning to support our PBIS initiative. Substitutes and stipends will be provided as needed.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas & Sign-In Sheets Classroom observations School and District Improvement meeting reports Professional learning requests and verifications

Action Step # 2

Method for Monitoring Effectiveness	TKES observations Infinite Campus reports
Position/Role Responsible	School level leadership Teachers PBIS coaches Director of Student Services
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step	School staff (including classified personnel) will participate in professional learning and/or training to improve their instructional technology skills.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas & Sign-In Sheets Classroom observations School and District Improvement meeting reports Professional learning requests and verification
Method for Monitoring Effectiveness	TKES observations Classroom observation Surveys
Position/Role Responsible	Academic Coaches Principals Director of Instructional Technology Director of Instructional Services and Policy Student Services Director Director of Achievement
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	In 2022-2023, school staff will be provided with materials and evidence-based professional learning to support the academic, emotional, behavioral, physical, and social development of students and ensure the development of safe and healthy students.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas & Sign-In Sheets Professional learning requests School and district improvement meetings/discussions
Method for Monitoring Effectiveness	Professional learning verifications Surveys, including GA Health 2.0 survey
Position/Role Responsible	School leadership teams Counselors Teachers Professional Learning coordinator Title IV-A director
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 4

<p>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)?</p>	<p>Sources of Strength, Pioneer RESA</p>
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Action Step # 5

<p>Action Step</p>	<p>The FCSS will provide teachers the opportunity to obtain endorsements in the fields of ESOL, Gifted, Computer Science, STEM, Tier I Leadership, Dyslexia, and other specific area Endorsements that will target teacher development of content, pedagogy, student supports, and interventions. Substitutes and stipends will be provided as needed.</p>
<p>Funding Sources</p>	<p>Title II, Part A Title V, Part B</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Course completion verification</p>
<p>Method for Monitoring Effectiveness</p>	<p>GAPSC Data (increased endorsements across the system and decrease in out of field teachers)</p>
<p>Position/Role Responsible</p>	<p>Principals Title IIA Program Manager Director of Learning and Achievement Director of Curriculum and Instruction</p>
<p>Evidence Based Indicator</p>	<p>Promising</p>

Action Step # 5

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Post Secondary Institutions, RESA's
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Action Step # 6

Action Step	The FCSS will provide and utilize a Crisis Counselor and Student Services Coordinator to proactively promote student well-being.
Funding Sources	IDEA N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monthly Data Report
Method for Monitoring Effectiveness	Student Health Survey
Position/Role Responsible	Director of Student Services
Evidence Based Indicator	Promising

Action Step # 6

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	The FCSS will utilize a COVID-19 Contact Tracer if needed in order to promote the physical health of students.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Contract Hours COVID-19 case spreadsheets
Method for Monitoring Effectiveness	COVID-19 case spreadsheets and Contract Tracing Log
Position/Role Responsible	FCSS Public Health Liaison
Evidence Based Indicator	Promising

Action Step # 7

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district. Additionally, approaching retirements may cause gaps in district and school leadership if we do not prepare for the future.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	New employees both in the classroom and in leadership positions must have additional training beyond what was required for certification.
Goal	In 2022-2023 the FCSS will provide structured support, mentoring, and professional learning to those enrolled in our New Teacher Induction program and potential leadership candidates.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	The New Teacher Induction Plan will be implemented with fidelity throughout the 2022-2023 school year. This plan includes specific training sessions, a peer mentoring component, and leadership sign offs that professional learning has occurred. Substitutes and stipends will be provided as needed.
Funding Sources	Title II, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign in sheets, agendas, and training artifacts from the New Teacher Induction meetings Completed mentoring logs Completed Tier I Leadership Certifications
Method for Monitoring Effectiveness	Exit surveys Mentoring logs TKES observations GAPSC DATA
Position/Role Responsible	Title IIA director Curriculum Director Principals Mentor teachers
Evidence Based Indicator	Promising

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA supports the New Teacher Induction by providing PL opportunities both on their site and here within the county as needed. Much of the content for the training is housed in Google so that it is easily and readily accessible. We will also continue networking with the P-20 Collaborative during the 2022-2023 school year.
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Action Step # 2

Action Step	New principals and assistant principals (within three years) will attend the new principal academy provided by Pioneer RESA.
Funding Sources	Title II, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	LKES self assessments
Method for Monitoring Effectiveness	PL Verification/ Certificate of Completion LKES observations
Position/Role Responsible	District leadership School leadership
Evidence Based Indicator	Promising

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Pioneer RESA provides opportunities for professional learning to build leadership capacity both at their site and here in the county.
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Action Step # 3

Action Step	The FCSS will continue our Aspiring Leaders program where we work with identified potential future school leadership candidates that are current educators within the district and pay for their enrollment in a Tier I Leadership certification program.
Funding Sources	Title II, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Course completion documentation Application Process
Method for Monitoring Effectiveness	GAPSC data Course completion grades

Action Step # 3

Position/Role Responsible	District Directors
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The LEA ensures continuous coordination of all Federal Programs through monthly District School Improvement Meetings and monthly administration meetings. At each of these meetings current services and supports that are federally funded are discussed and evaluated for effectiveness. All directors that manage federal funds attend all District School Improvement meetings and School Improvement Meetings as needed. These meetings allow for continuous and ongoing coordination of services and supports provided through Federal funds.</p> <p>District and school administrators collaborate continually with all stakeholders (teachers, paraprofessionals, parents, business partners, etc.) to gather data for the annual needs assessment. This information is collected through formal and informal meetings, stakeholder surveys, and needs assessments. A professional learning needs assessment is conducted in the spring each year which reaches all employees across all employee classifications. Annual school and district achievement data is collected as part of the needs assessment. Throughout the year various stakeholder groups such as parent advisory groups, school governance teams, parent/teacher organizations, and school improvement teams meet to address school and/or district needs. Our higher education partner (University of North Georgia) works with us to prepare students for postsecondary success. District leaders are involved in community interaction through the Leadership Fannin program which is sponsored by the local Chamber of Commerce. In addition to opportunities for the community to attend input meetings and events hosted by the school system, central office leaders are members on several community boards including: the Fannin Regional Hospital Board of Trustees, the Public Health board, the Economic Development Board, and the Chamber of Commerce.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three</p>	<p>Teachers in the Fannin School system are evaluated using the TKE system. We offer additional support to teachers who are not rated as proficient on their evaluations, both informally and also formally using a Professional Learning Plan (PLP) as necessary. Student placements are carefully scrutinized so that all students are placed with teachers who are competent. We are fortunate to have a competitive job market which affords us the opportunity to be extremely selective when hiring. Our district prioritizes professional learning and training for its teachers which results in a stronger teaching staff. If a teacher is unable to meet our standards for performance, she/he is given an</p>
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Serving Low Income and Minority Children

<p>variables)</p>	<p>opportunity to improve through a structure Professional Learning Plan which is developed and monitored by her/his direct supervisor. If expected improvements are not demonstrated, the teacher's contract is not renewed. Student access to experienced, effective teachers is monitored to ensure that lower achieving and/or minority students have equal access to teachers with the most experience and/or the highest degrees through school level Infinite Campus reports. These reports are reviewed by the principal making the class assignments. If an inequity occurs, this is resolved either by internal moves in teacher placement or by recruiting teachers with necessary experience levels and placing them in areas created by attrition. In addition, teacher experience equity is reviewed with principals based on data from the PSC reports each year. Decisions at the system level are also made based on reviewing student data to determine where the greatest need lies. Fannin County maintains a relatively high retention rate for teachers at all levels due to an ongoing new teacher induction program and providing a supportive work environment for all teachers. Though we are a charter school system, we do not waive certification requirements except in a few rare circumstances, particularly at the HS level in CTAE courses. We review professional qualifications carefully and ensure that we hire teachers for positions that are in their fields of certification. In-Field reports are carefully monitored at both the school and district levels throughout the school year to ensure that students are placed in classes with highly qualified, in-field teachers. We do not waive certification requirements across the board and we place teachers based on their certifications. We are fortunate in Fannin to have an in-field teaching force that is made up primarily of veteran teachers. We do not have much teacher turnover, except in the case of retirement. We are using PQ to fill specific positions in the CTAE and Fine Arts department that allow us to have industry experts as teachers that are working on obtaining certification while they are employed as teachers.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Professional learning needs are determined at the district and school levels from a variety of sources including an annual professional learning survey, TKES/LKES self assessments or observations, School Improvement Plan reviews and review of student achievement data by school based and district based improvement teams.</p> <p>School Improvement Teams at each school develop site based professional learning budgets and plans based on their data and specific school improvement goals. For school year 2020-21, all schools completed the CLIP SLDS process with their school improvement teams to ensure their SI goals are rooted in data and accurately reflect the needs of each site. Academic coaches, funded locally, spearhead the MTSS process and are integral parts of the school improvement process. In addition to monthly school improvement team meetings, the District School Improvement Team also meets monthly.</p>
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Professional Growth Systems

	<p>Professional learning needs for the district are frequently discussed at these meetings of district leaders, school principals and academic coaches. While the implementation of the MTSS protocol has increased the use of differentiation in classrooms, teachers continue to need support meeting the needs of all learners and selecting research based interventions for students who are not meeting the rigorous academic standards of the GSE. TKES and LKES evaluation instruments also provide data that shows teacher weaknesses and strengths which may also be used in developing appropriate professional learning for our teachers. In addition to professional learning that is focused on standards and achievement, integrating instructional technology effectively and using strategies to improve higher order thinking in the classroom continue to be areas for improvement. In SY 2017-18 we developed a local Leadership Consortia to support our new principals as they work with their teachers and school community. We provided principals with hands-on, specific training in many different areas including budgeting, evaluations, improving student outcomes and school improvement. In 2019-20 we began working with aspiring leaders (assistant principals) in a systematic, prescribed series of locally developed training sessions. This work will continue through 2020-21.</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> for all teachers (except Special Education service areas in alignment with the student’s IEP), or for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>II. Select group of teachers :</p> <p>The FCSS will waive certification for a teacher record in grades 6-12 teaching CAREER AND TECHNICAL SPECIALIZATION courses.</p> <p>The FCSS will waive certification for a teacher of record for a student receiving gifted services in grades 6-12.</p> <p>The FCSS will waive certification for a teacher of record in art and health/ PE in grades 6-8.</p> <p>The FCSS will waive certification for a teacher of record in geography courses in grades 9-12.</p> <p>The FCSS will waive certification for content areas in special education courses in grades K-12.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>In lieu of certification, Fannin County will allow a person with a clearance certificate and a minimum of one year industry experience or a valid teaching certificate in any content area to be a teacher of record in CAREER AND TECHNICAL SPECIALIZATION courses as stated in S505-2-.90.</p> <p>The FCSS will waive certification for a teacher of record for a student receiving gifted services in grades 6-12. In lieu of gifted certification, Fannin County will allow a teacher that holds a clearance certificate in addition to a grade level certification field to provide gifted services in accelerated/ADV courses.</p> <p>The FCSS will waive CTI certification for the FCHS Career Technical Instructor (CTI) and will allow a teacher with special education certification to be the CTI.</p> <p>The FCSS will waive certification for a teacher of record for in grades 6-8 teaching visual art and health and PE. In lieu of certification in art and health and PE, Fannin County will allow a teacher that holds a clearance certificate in addition to a grade level certification field to be a teacher of record for art and health/PE exploratory classes.</p> <p>The FCSS will waive certification for a teacher of record for Geography courses</p>
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PQ – Minimum Qualification

	<p>in grades 9-12. In lieu of certification Geography 9-12, Fannin County will allow a teacher that holds a clearance certificate in addition to a grade level certification field to be a teacher of record for art and health/PE exploratory classes.</p> <p>The FCSS will waive content certification for special education teachers (general consultative and adaptive) that provide instruction to students with disabilities in a separate classroom outside of the general education classroom. Teachers of record for students with disabilities in separate classes must hold a clearance certificate and certification in the appropriate special education service fields based on the students in the classroom.</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Currently there are no schools in Fannin County designated as TSI or CSI schools. Schools submit their Prioritized Needs to the district every spring in preparation for the new school year. Allocation of funds from the district to the schools is based on these prioritized needs as well as student enrollments, achievement data, and school improvement plans. During the spring, schools also notify the district if there will be additional funds needed for training due to changes in student enrollment, hiring, new courses or career pathways. Schools develop their individual school improvement plans based on data and determine appropriate SMART goals for the upcoming school year. These plans are submitted to the District and then approved if appropriate or returned to the school for revision if needed. Title IIA budgeting decisions are made based on data which includes the level of student need, the gravity of need for improvement, and program guidelines. Title IIA funds are prioritized to the schools based on needs in the comprehensive needs assessment.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth</p>	<p>For the 22-23 school year, Fannin County High School (FCHS) is set to offer Career, Technical, and Agricultural Education (CTAE) courses in the following nine CTAE clusters: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology and Communication; Education and Training; Health Science; Human Services; Information Technology, Science, Technology, Engineering, and Mathematics (STEM); and Transportation, Distribution, and Logistics. Each CTAE Cluster has Career Pathways that have been developed for students to select and complete based on student interest and aptitude. All of our CTAE clusters and pathways were carefully chosen using local labor market data and statewide</p>
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CTAE Coordination

<p>interaction with industry professionals and, if appropriate, academic credit.</p>	<p>labor market data to assure that our clusters and pathways are preparing students for possible careers that are in-demand, high-wage, and high-skill. Career Pathways have three specialized courses developed to provide students core elements, performance standards, and skills necessary after high-school graduation to efficiently enter the workforce, choose a two-year technical college, a four-year college/ university, or the military for additional training. Additionally, high-school students are able to participate in several work-based learning opportunities in local businesses and/or schools within the district. CTAE and academic classes include instruction and opportunities for students to learn and master soft skills needed for career success. Fannin County High School students have the opportunity to earn a Certified Nursing Assistant license, a Pharmacy-Tech license, ServSafe certification, Adobe certification, and an AWS welding certificate through pathway completion and assessment. Career, Technical and Agricultural Education Programs, coupled with robust academic courses, provide students a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy. Each career pathway, combined with the Georgia Standards of Excellence in the academic classes, provides students with the knowledge and skills necessary for career readiness and success no matter which path students choose after high-school graduation. High-school students who complete either of our Education and Training pathways (Teaching as a Profession or Early Childhood Education) can be awarded college credit for the introductory college education class by submitting their pathway completion documentation to their college. Furthermore, eighth grade students at Fannin County Middle School (FCMS) are offered the opportunity to begin accruing high-school credit through two academic classes (Algebra I and Physical Science). We will offer the following CTAE-related connections at FCMS in 22-23: agriculture, STEM-Architecture, computer science, healthcare science, and engineering & technology. Our elementary schools begin career education lessons as early as Kindergarten and first grade through the Bridge Bill. Students learn about various jobs, requirements for the job, and opportunities for advancement in each career. Moreover, all of our elementary schools focus on hands-on learning, interdisciplinary instruction, and inquiry-based instruction through their strong STEM/STEAM education programs. By middle school, our students are taught about jobs and careers that align with their specific interests, talents, and abilities. Middle-school and high-school students take the YouScience assessment to help them identify their specific aptitudes, strengths, and interests.</p> <p>2021 - 2022 CTAE Core Indicators of Performance Data Four-Year CTAE Graduation Cohort Rate (96.5%) Extended CTAE Graduation Rate (100%) Academic Proficiency in ELA of CTAE Concentrators (79.80%) Academic Proficiency in Math of CTAE Concentrators (91.89%) Academic Proficiency in Science of CTAE Concentrators (78.36%) Post-Program Placement (100%) Non-Traditional Program Placement (15.00%) Work-Based Learning Participation Rate (38.24%)</p>
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CTAE Coordination

	CTAE Pathway Completion (77.78%) Credentials of Value (11.03%) (Negatively impacted due to not giving EOPAs during the COVID-19 pandemic)
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Fannin County schools first implemented Positive Behavior Intervention Support teams in 2009. Each school has a PBIS team and a PBIS protocol/procedure. Schools annually submit a BoQ and annual report. School based PBIS teams meet monthly to review student discipline data and trends. Schools develop incentives for good behavior and the benchmarks associated with school wide celebrations. When reviewing the data there was a higher incidence of discipline infractions for students with disabilities at the high school level. This school will develop goals within their specific improvement plan to address disparities. The PBIS teams in Fannin are ready to participate in Tier 2 PBIS training during 2021-22. Discipline/behavior data is reviewed frequently in school based PBIS or school improvement team meetings as well as during district improvement meetings.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>We have counselors, academic coaches, and MTSS Coordinators at both the middle school and high school levels that work with all students to support their success and prepare them for high school and post-high school experiences. Additionally, the high school has a dual enrollment/work based learning coordinator to assist students who are enrolled in both high school and college classes. The high school offers a multitude of opportunities for 8th graders and their families to become familiar with the high school campus and its functioning. Students who have demonstrated that they are ready and motivated to perform have the opportunity to earn up to two high school credits including Algebra I and Physical Science. beginning in the fall of their eighth grade year. By February, all students in 8th grade begin the transition to high school with course counseling and registration for their 9th grade classes. 8th grade parents and students are invited to a special curriculum night also held in the spring before their entrance to the high school. The high school hosts an Open House for the incoming 9th grade prior to the first day of school and individual high school tours are scheduled for students transitioning to the high school with an IEP. Our high school hosts a follow up 9th grade parent night at the end of the first nine weeks to make sure that everyone is off to a good start and give parents an opportunity to ask questions. Fannin High School participates in the college Dual Enrollment program which provides opportunities for eligible students to enroll part- or full-time in post secondary institutions and take college courses to earn both high school and college credit. Dual enrollment classes attended on the college campus follow the college calendar while classes attended on the high school campus follow the high school calendar. Students participating in Dual enrollment college courses understand that those courses are more rigorous and challenging than high school courses. Dual enrollment students are held to a higher degree of responsibility and accountability than traditional high school students. Every Dual Enrollment student has a mid-term conference with the high school dual enrollment coordinator to review progress. Though we want to encourage our students to be challenged, the high school reserves the right to make scheduling changes based on the student's best interest to ensure a successful high school experience. In addition to dual enrollment, Fannin High also offers work based learning opportunities to students who would like to earn high school credit while working in the community and learning those essential skills that are necessary to be successful in the "real world."</p> <p>When students with disabilities are in the 8th grade, the IEP team completes an individualized transition plan to help prepare them for success in high school and beyond. These plans are individualized based on the student's needs and current levels of functioning. This plan is revised annually along</p>
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Middle and High School Transition Plans

	with the individualized education plan (IEP). The Fannin County School System works in conjunction with Vocational Rehabilitation services to assist with transitions as appropriate.
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Fannin County Schools has a pre-K class in each of our elementary schools. In addition to these three classes, Fannin county has another pre-K program that is housed in the same facility as the Ninth District Headstart Program. Typically, elementary Principals and district staff meet annually with the parents of students enrolled in the pre-K/Headstart program to discuss the transition from preschool to Kindergarten. Last year we did not host these meetings due to the school closures. We have Open House scheduled for pre-K and Kindergarten students this August before school begins. During kindergarten registration each spring, parents are provided with information about the elementary school and the kindergarten educational program.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	Fannin County does not operate any Title I targeted assistance programs.
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Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	Instruction in all schools is standards-focused and designed to ensure mastery of the content by all students. All core content area courses are rooted in the Georgia Standards for Excellence, utilizing instructional best practices. Along with strong Tier 1 instruction during content classes, students who are not performing up to mastery receive intervention during their academic classes or at other designated times either by their core teacher or a paraprofessional. (The high school has a flex time daily from 2:40-3:10 where students can receive additional help or support from their teachers). Title I funds are used
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Title I, Part A – Instructional Programs

	<p>primarily at the elementary level for paraprofessionals that provide intervention or additional instruction to students during their core content classes. In addition to elementary paraprofessionals, all 4 Title I schools employ a parent liaison to help connect families and the schools. We have found the addition of a parent liaison has made a tremendous impact in getting our families involved and participating equally in their child's education. At all levels, students participate in universal screenings to ensure that each student is progressing appropriately. Students who are not meeting the established criteria for the universal screenings are referred to the school's MTSS team for targeted intervention, with the majority of the interventions being delivered by Title I paraprofessionals under the direct supervision of a certified teacher. Students in MTSS have an individual intervention plan that is monitored every two weeks to ensure that they are progressing appropriately. Students who are not making adequate progress are elevated through the tiers of our intervention protocol. Tier 2 is SST-driven and provides intensive assistance and more frequent progress monitoring. If the results of the interventions are minimal or insufficient, students are referred for full psychological testing. Fannin County Schools offer special education services using a variety of models including inclusion, supported instruction, collaborative instruction, and resource classes. There is a facility for Neglected and Delinquent girls operating within Fannin County; those students attend Fannin County Schools. The facility is not an educational facility. The Neglected and Delinquent set aside is used to provide supplemental supplies and additional tutoring services for the students who reside at Open Arms. The school system social worker and the Title I Director meet with the Open Arms Director annually to review needs and ensure that the school system is supporting the educational needs of the students who reside at the facility.</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>All schools in the Fannin County School System distribute the Occupational Survey provided by the GaDOE MEP Region 1 Office coordinator to identify migrant students. Once identified, the system coordinates with the GaDOE MEP Consortium Specialists from Abraham Baldwin Agricultural College (ABAC) to provide MEP services to eligible students. Migrant students at the elementary and middle schools are provided additional services through Title I funding as those schools have school-wide programs. High school students are served as needs are identified through other state and local funding sources. The system liaison also serves as the Director of Curriculum and Instruction; she is aware of who these children are and can identify additional services if necessary. The Occupational Survey is sent home with all new students at the beginning of each year in English and Spanish. Should it become necessary to provide this survey in other languages, the system will do so in order to reach all families. We have personnel on staff that can translate needed documents into Spanish. If other languages become needed, we will privately contract for translation services. Resources such as the local Health Department, the County Extension Office, the Fannin County Department of Family and Children's Services and Fannin County Family Connection are all available on an as needed basis to support the school system in our effort to meet these needs. We are aware of the services available to help make transferring into the school system from another school system or enrolling as a first year student in our public school as smooth as possible for our students. We have Student Information Specialists at each of our schools who contact previous schools for transcripts and records as well as central office administrators who use GUIDE to search for past enrollments. If we experience difficulty with enrollment or transferring education records, we can use MSIX and contact MEP at ABAC for additional support. The Fannin County School System, in collaboration with the MEP consortia, work to serve current and potential migrant participants including preschool children, dropouts, and out of school youths both within the school year and through the summer if this is determined to be a need. Should a preschool, out-of-school (OSY), or drop-out (DO) migratory student become enrolled, the FCSS will collaborate with Abraham Baldwin Agricultural College (ABAC) Migrant Consortium regarding provision of academic and non-academic support services to this vulnerable population.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>The FCSS currently has 9 migrant students identified in the district. We are part of the migrant consortia but do not receive many direct services through the consortia since we are low incidence for migrant families. We send home the Occupational Survey each fall to new and returning students to identify families that may qualify as migrant. The LEA works with the school system social worker to identify homeless children and other potentially at-risk students such as migrant students to ensure that they are in school and are provided the support needed to keep them in school. Our system social worker provides support to families to keep their students in school or help them transition to another school if that is their choice. We have quite a few students who choose to leave our traditional high school in favor of Mountain Education Charter High School which operates in the evenings on our middle school campus. Though we understand that some students may feel that a change in enrollment is best for them, we make every effort to keep our students in our high school. We have a strong relationship with MECHS and work closely with them to help our students graduate from high school. Should a preschool, out-of-school (OSY), or drop-out (DO) migratory student become enrolled, the FCSS will collaborate with Abraham Baldwin Agricultural College (ABAC) Migrant Consortium regarding provision of academic and non-academic support services to this vulnerable population.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Transition plans will be developed with the students and any relevant stakeholders to create a plan of study that is relevant and motivating to the student in achieving their post-secondary goals. Transition plans will be monitored on a bi-annual with one plan from each case manager being reviewed by the Student Services Coordinator and/or the Special Education Team Lead at the high school. The Student Services Coordinator will review the plan and use the <i>Transition Plan Feedback Form</i> to communicate the status of the transition plan. (Also, the <i>Transition Feedback Form</i> will be shared with the Director of Student Services and the building principal.) If any area of the plan does not meet the standard for compliance and educational benefit then the changes will need to be completed and the updated plan resubmitted to the Student Services Coordinator. If the changes to the plan meet standard the process stops for that particular plan. If the changes are not adequate, then the Student Services Coordinator will provide technical assistance to that individual using resources from the Transition Tool Box and/or a transition plan module located on the Georgia Department of Education's website. Documentation for the provision of technical assistance will be by having the participant sign-off on the agenda related to the training. Technical assistance will be delivered in several modalities including but not limited to individual instruction via a mentor, google classroom, and traditional face-to-face small group instruction. Arrangements will be made for full participation in the training on a case-by-case basis. Once the training has been completed the case manager will submit the revised plan for another review. (This process will continue until all of the components of the plan meet expectations.) We will collaborate with Vocational Rehabilitation Services and High School High Tech to support the transition process from high school to the post-secondary setting. The Director of Student Services will work with the CTAE Director to monitor the pathway completion rates for students with disabilities and identify any barriers that students with special needs may encounter in accessing that pathway. This review process will happen each semester at minimum and as needed. In addition, we will use a blended learning environment at the high school level with students having the option of earning credits through an online learning lab. (Sections in the learning lab will be reserved special education students.)</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>Our 3-5 year old team lead works with Babies Can't Wait in planning transitions into an appropriate placement in our Sunshine program (our 3-5 year old special education classroom). These transition meetings assists us in planning the appropriate placement for LRE, related services, assistive technology, etc. The Director of Student Services will conduct quarterly review of the transition timelines from BCW. If, any timelines were late then a needs analysis to determine what caused the delay will be conducted. At this point appropriate steps to meet expectations will be put in place. We will collaborate with area childcare centers, and pediatricians in the childfind process. We conduct developmental screenings for 3-5 year olds who are referred to us by the local pediatrician, childcare centers and the health department. We provide specialized services for our 5-year-old students who are eligible for specialized services and attend one of our Bright from the Start prek classrooms. Participation in this program also ensures instruction based on GELDS with age typical peers. We will use ABBLS (Assessment of Basic Language and Learning Skills) to assist in assessing the appropriate instructional goals for our young students when appropriate. We will develop and utilize assessment portfolios as well . The 3-5 year old instructional team will provide a parent training session for our stakeholders related to providing the parents home strategies to promote continuity between home and school in order for the students to meet their individual student goals. The 3-5 year old lead will conduct a bi-annual review of student IEPs and progress monitoring using our IEP checklist. (10% sample size) If components of the IEP checklist is unsatisfactory then the 3-5 year old team lead will work individually with the case manager in correcting that area. After the technical assistance has been provided, the case manager will be requested to submit an additional plan for the team lead to review. The IEP checklists will be submitted to the Director of Student Services.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring</p>	<p>The Student Services Coordinator, Director of Student Services, and PIONEER RESA, will provide on-going professional development at a minimum. There will be professional learning opportunities to increase the fidelity of progress monitoring and then using this data to maximize the educational benefit for the students. A review of a random sample of IEP progress monitoring will be conducted bi-annually by the Student Services Coordinator and the school level team lead. Technical assistance will be provided if students are determined to not be making adequate progress on developmentally appropriate goals which provide educational benefit. Also, for any IEPs reviewed that do not meet and/or address all areas of FAPE in a way for students to be successful then technical assistance for the lacking area will be provided for that case holder.</p>
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IDEA Performance Goals:

procedures that are being implemented to ensure that FAPE is being provided	
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Develop a professional learning community for special education lead teachers at each of the schools in our district to review the state and federal laws and regulations to increase their capacity for leading their school based special education teams. New special education teachers will have professional learning sessions that are specifically IDEA related in addition to the other opportunities they will have through new teacher training in our system. Work sessions with the Student Services Coordinator, special education team leads and/or the Director of Student Services to focus on due process and compliance will occur throughout the year. Bi-annual self-monitoring of IEPs will occur using a due process rubric. (Areas of identified issues will be addressed and a corrected.) Also, a random bi-annual review of IEPs will be conducted by the Student Services Coordinator and the school based team lead. Technical assistance will be provided for those case holders who are not in compliance with the laws and regulations required under IDEA. Continuous communication and professional learning for the special education teams via the Student Services Coordinator, the Director of Student Services, GaDOE webinars, GLRS and/or PIONEER RESA regarding the state and federal laws and regulations will be a consistent practice.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>In FY22, Title IVA funds were used to support several important initiatives in our schools including fine arts, music, physical education, STEM/STEAM education, healthcare science at Fannin County Middle School, and social/emotional/behavior support for students. All five of our schools utilized Title IVA funds to support PBIS implementation. In FY23, Title IVA funds will be utilized to support the following CLIP Overarching Needs, Goals, and Action Steps along with measurable objectives and/or intended outcomes for each activity.</p> <p>1. Well-Rounded Educational Opportunities:</p> <p>Intended Outcome: Improved STEM/STEAM instruction and improved student engagement. We will provide materials, supplies, equipment, and/or software subscriptions to support and improve STEM/STEAM education (higher-order thinking skills and project-based learning). This is a continuing activity. Overarching Need / Goal 2 Action Step 5</p> <p>Intended Outcome: Improved student engagement. We will provide additional compensation to after-school club sponsors of STEM/STEAM and fine arts related after-school clubs to help provide opportunities for clubs to improve student engagement and promote the development of the well-rounded student. This is a continuing activity. Overarching Need / Goal 3 Action Step 1</p> <p>Intended Outcome: Improved focus on the whole child and improved student well-being. We will provide materials, supplies, equipment, and/or software subscriptions to support and improve social-emotional learning. This is a continuing activity. Overarching Need / Goal 3 Action Step 4</p> <p>2. Safe and Healthy Students:</p> <p>Intended Outcome: Improved focus on positive behavior support. We will provide materials, supplies, equipment, and/or software subscriptions to support and improve our PBIS program at each school. This is a continuing activity. Overarching Need/ Goal 3 Action Step 2</p> <p>Intended Outcome: Improved instruction at all tiers 1-4. We will provide materials, supplies, equipment, and/or software subscriptions to support and improve MTSS at each school. This is a continuing activity. Overarching Need/ Goal 1 Action Step 6; Overarching Need / Goal 2 Action Step 4</p> <p>Intended Outcome: Improved physical education instruction and student engagement. We will provide materials, supplies, equipment, and/or software subscriptions to support and improve physical education. This is a continuing activity. Overarching Need / Goal 3 Action Step 4</p> <p>3. Effective Technology:</p> <p>Intended Outcome: Improved STEM/STEAM instruction and student engagement. We will provide professional learning to teachers and allow teachers to work collaboratively in the area of STEM/STEAM in order to</p>
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Title IV, Part A – Activities and Programming

	improve hands-on instruction, higher-order thinking skills, and project-based learning. This is a continuing activity. Overarching Need / Goal 2 Action Step 5 and Overarching Need / Goal 2 Action Step 1
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>The Title IV-A budget is developed in consultation with each of the school's principals and is aligned with the goals in the district and school improvement plans, and then allocated based on the number of poverty students enrolled at each school. Expenses charged to Title IV-A must be allowable, reasonable, necessary, and aligned to identified needs. Monthly administrator meetings and follow up emails after monthly expense reconciliation keep the grant monitored and up to date. Title IV-A funds are used to support the well rounded student, STEM/STEAM education including the effective use of technology, and providing support to students with emotional or behavioral needs. The schools and the district have many robust community partnerships to help support our students and specific initiatives such as STEM which is part of our approved Charter. These partnerships include the local UGA Extension office, Gilda Lyon (former DOE employee who is a STEM partner), TVA, Tri-State EMC, and Mercier Orchards.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>District Mean Growth Percentile: Intervention Not Effective - adjust activities/strategies (based on current standardized test score data)</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Due to COVID-19 we cannot compare our growth percentiles as part of CCRPI. However, when comparing our Spring 2021 GA Milestones Assessment data to our Spring 2022 GA Milestones Assessment data we have shown growth in mathematics and a decline in ELA (3-8). Many of our planned professional development activities in the school year were cancelled due to a lack of substitute teachers. Many teachers did complete endorsements in Gifted and STEM. Each school has multiple opportunities this summer for teachers to participate in professional development and meet in professional learning communities. A lack of a true district mean growth percentile makes it difficult to determine if we made measurable academic progress this year, but our root cause analysis found that we do need to adjust our activities and strategies to meet the diverse needs our students.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Teacher Retention: Intervention Effective-Adjust Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Teacher Retention: For the 21-22 school we project a 10% attrition rate, with 5% of those being retirees. We continue to implement and improve our new teacher induction plan, that includes mentoring, peer to peer observations, and a personalized online professional development piece tailored to each new teacher needs. Due to our concerted effort in supporting new teachers we have a 2% attrition rate of teachers in our system that are within their first three years of teaching. In fact, only 1 staff member is not returning to their position next year out of 29 in the induction program. We also have a high percentage of administrators and teachers that will retire in the next 4-5 years. We have a very low percentage of teachers with leadership certification in our district. The teacher retention activities were effective for those teachers that were in the new teacher induction program, however an additional area of focus for next school year will be to cultivate new leaders within our school system and improve the retention of experienced teachers.</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No participating private schools
Title II, Part A	No participating private schools
Title III, Part A	Not applicable
Title IV, Part A	No participating private schools
Title IV, Part B	Not applicable
Title I, Part C	Not applicable
IDEA 611 and 619	The greatest need for Mountain Area Christian Academy is for speech/language services for eligible students enrolled there. Proportionate share funds will be allocated to support this need.