Comprehensive Needs Assessment
2023 - 2024 District Report

Furlow Charter School

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Elisa Falco
Multiple Program(s)	Federal Programs Director	Crystal Lingefelt
Multiple Program(s)	Curriculum Director	Elisa Falco
Multiple Program(s)	School Leader (#1)	Nichole Walker
Multiple Program(s)	School Leader (#2)	Stephanie Duff
Multiple Program(s)	Teacher Representative (#1)	Rachel Cotton
Multiple Program(s)	Teacher Representative (#2)	Misty Jones
McKinney-Vento Homeless	Homeless Liaison	Crystal Lingefelt
Neglected and Delinquent	N&D Coordinator	Crystal Lingefelt
Rural	REAP Coordinator	Crystal Lingefelt
Special Education	Special Education Director	Crystal Lingefelt
Title I, Part A	Title I, Part A Director	Crystal Lingefelt
Title I, Part A	Family Engagement Coordinator	Crystal Lingefelt
Title I, Part A - Foster Care	Foster Care Point of Contact	Crystal Lingefelt
Title II, Part A	Title II, Part A Coordinator	Crystal Lingefelt
Title III	Title III Director	Crystal Lingefelt
Title IV, Part A	Title IV, Part A Director	Crystal Lingefelt
Title I, Part C	Migrant Coordinator	Crystal Lingefelt

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	N/A
Multiple Program(s)	Testing Director	Nichole Walker
Multiple Program(s)	Finance Director	Stephanie Duff
Multiple Program(s)	Other Federal Programs Coordinators	N/A
Multiple Program(s)	CTAE Coordinator	N/A
Multiple Program(s)	Student Support Personnel	Connie Downs, Misty Anderson

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	NA
Multiple Program(s)	High School Counselor / Academic Counselor	Hannah Smith
Multiple Program(s)	Early Childhood or Head Start Coordinator	Dana Hernandez
Multiple Program(s)	Teacher Representatives	Becky Weiss, Melissa Jones, Nicole Holcomb, JoAnne Arnold, Rachel Cotton, Mary Beth Doble
Multiple Program(s)	ESOL Teacher	Leandra Parker
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Allyson Drinnon
Multiple Program(s)	ESOL Coordinator	Crystal Lingefelt
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	Tara Rix (GSW Pre-K)
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Stephanie Duff
Title II, Part A	Principal Supervisors	Elisa Falco
Title II, Part A	Professional Learning Coordinators	Crystal Lingefelt, Elisa Falco, Nicole Walker
Title II, Part A	Bilingual Parent Liaisons	Elisa Falco, JoAnne Arnold, Natalie Dean
Title II, Part A	Professional Organizations	Dana Williams & AAE representative
Title II, Part A	Civil Rights Organizations	Rev. Mathis Wright Jr
Title II, Part A	Board of Education Members	Katie Minich, Jeanie Smith, Allyson Drinnon,& David Luvin
Title II, Part A	Local Elected/Government Officials	Lee Kinnamon
Title II, Part A	The General Public	Eric Bryant and Mark Scott
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Kelsey Kicklighter
Title IV, Part A	Technology Experts	Clay Ayers, David Luvin
Title IV, Part A	Faith-Based Community Leaders	Keith Parks

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)	Savannah Wilson, Addie Drinnon, Ian Biederman
Multiple Program(s)	Private School Officials	Larry Collins
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Teresa McCook
Title I, Part A - Foster Care	Local DFCS Contacts	Maria Hernandez
Title II, Part A	Principals	Elisa Falco
Title II, Part A	Teachers	Becky Weiss, Melissa Jones, Nicole Holcomb, JoAnne Arnold, Kelsey Kicklighter, Rachel Cotton
Title II, Part A	Paraprofessionals	Melissa Everett, Cynthia Gonzales, Thomas Lingefelt, Emily Smothers, Kelli Harris, Kim Hale
Title II, Part A	Specialized Instructional Support Personnel	Shante Haynes, Misty Anderson, Hope Deriso
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Heidi Goodin or RESA personnel
Title III, Part A	Parents of English Learners	Angelica Sanchez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dee Studdard
Multiple Program(s)	Technical, College, or University Personnel	Michele McKie, Amber Ward
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Susan Cook, Teresa McCook, Crystal Cheek
21st CCLC	21st CCLC Advisory Council Members	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Dana Hernandez
Migrant	Migrant PAC Members	Miriam Ndaayezwi
Migrant	Local Farmer, Grower, or Employer	Matt Duff
Migrant	Family Connection Representatives	Krystal Heath
Migrant	Local Migrant Workers or Migrant Community Leaders	Miriam Ndaayezwi
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	Sonny Pinckard
Migrant	Boys and Girls Club Representatives	Jason Belk
Migrant	Local Health Department Representatives	Haley Dobbs
Migrant	ABAC MEP Consortium Staff	Maggie Taylor
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	Leandra Parker, Linda White, Jessica Evans, Jelena Ethridge
Special Education	Parent Mentors	Kat Mournighan
Title II, Part A	School Council Members	Katie Minich

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Furlow Charter School's Administration (Executive Director - Superintendent/Principal, Assistant Principal, Director of Student Services, and Chief Financial Officer) invited the recommended and suggested stakeholders roles previously listed to join in discussions, surveys, and feedback groups. Groups of stakeholders met with Furlow's Governing Board Committees (Finance, Academics and Curriculum, Governance, Resource and Development, Diversity, Equity, and Inclusion) to discuss data, trends, perspectives, and goals. Committees are comprised of governing board members, school staff and administration, parents, and community members. Additional stakeholders from the recommended sections were invited as well.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders will be communicated with by means of ParentSquare, Facebook, Furlow Charter's website, and letters home. Communication will announce upcoming meetings as well as minutes from each parent involvement/planning meeting. Feedback and input surveys will have anonymous submissions.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
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, 2021-2022, and 2022-2023. 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
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
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.	
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.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. 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, 2021-2022, and 2022-2023. 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, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2.2 Effective Leadership

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, 2021-2022, and 2022-2023. 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, 2021-2022, and 2022-2023. 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, 2021-2022, and 2022-2023. 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
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, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

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, 2021-2022, and 2022-2023. 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, 2021-2022, and 2022-2023. 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).

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]	The School Climate Star Rating from GaDOE CCRPI: http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html Georgia Insights School Climate Data: https://www.georgiainsights.com/school-climate-overview.html PBIS Self-Assessment Survey Results (Total Score and Subscale) Special Education Parental Survey results 2022 and 2023 Cognia Parent Perception Scale Student Wellness Survey Family input on various surveys and questionnaires presented through ParentSquare

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?")	**Observations**: • Parents want more resources to help their children at home. • Middle and high school students are not invested in providing feedback or participation in surveys. • Cognia's perception surveys show we are doing well in the following:

Student feedback		
Highest Performing Items		
C1 1. make us feel welcomed	3.74	012345
C2 2. treat us with respect	3.74	012345
C17 17. digital tools to use to improve my learning	3.74	012345
C9 9. know and do their work well	3.61	012345
C15 15. lessons that made me think in new ways		
Parent feedback:		
C12 12. had activities that taught them about different cultures	4.50	012345
C8 8. provide resources children need for learning	4.27	012345
C20 20. used digital tools that helped to improve their learning	4.27	012345
C9 9. use many types of information to help children learn	4.23	012345
C13 13. had lessons that prepared them for the future	4.23	012345

Challenges

● Distinctions between office v. classroom managed problem behaviors are not clear or aligned to discipline matrix.
● Our stakeholders (community, parents, and some staff) do not   understand the mission of our charter, to offer innovative approach to   public education by encouraging critical thinking and multi-disciplinary   learning through a project-based education.
● We need to provide more parent workshops for things such as   transitioning, academic, and parental support. We also need to provide   more resources for parents to help their children at home.
● Our families and students do not feel as if decisions are made with safety in mind. On the Student Wellness Survey, students reported higher numbers of bullying, teasing, fighting, and other unsafe practices are occurring.

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)	Furlow reviewed participation in the sports, clubs, and arts as well as specific programs data. Student Summary Report: Migrant, Students with Disabilities, EL, SST, Retained, Active Military, Military Reserve, 504s, GAA, Completed Capstone Project, Total Students, and Total Active Students College and Career Ready Performance Index Graduation Rates CPI Cycle: Certified Experience Staff Count Overall Teacher Performance Data on TKES Student Record Data Collection: Special Education - Primary Area, Special Language Programs, EL Exit Reason, and System Sign Off Multi Year Summary by Elementary, Middle, and High

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?")	**Observations**: ● Furlow's graduation rate has increased from 85% to 87%. ● 10% of our teachers have less than 5 years experience. ● 60% of our teaching staff have advanced degrees. ● 10 teachers have more than 21 years of experience and are getting close to retirement. ● Our student services populations are growing (Early Intervention Program, Remedial Education Program, Students with Disabilities, English Learners, Gifted, and students with 504s) ● Data suggests that we are an institution of highly educated teachers and admin with a great deal of experience and effective teaching skills, because 60% of us have an advanced degree, around 95% of our TKES ratings were Level III, and 66% of us have more than 5 years of experience. ● We will have high turnover amongst instructional staff as well as many new positions being filled. ● We implemented the following sports and extracurricular programs: ●

	ul ● Cross country ● Track ● Basketball ● Baseball ● Soccer ● Cheer ● Tennis ● One Act ● Literary ● Art club ● Chess ● Softball ● Jubilee Club ● Fellowship of Christian Athletes **Challenges**: ● We need to continue monitoring our graduation rate closely, some suggestions are to have structured advisement time, student choice and advocacy, more pathways, and remedial help/classes. ● We need to provide more support to our teachers in the areas of instructional planning, positive learning environment, instructional strategies, and differentiated instruction. ● Attendance percentages are concerning, even with the conditions of the year. We need to find ways to increase attendance. ● We need to provide more induction support for our new staff and new teachers. ● More opportunities for high school families to receive post secondary guidance is needed.

What achievement data did you use?	The achievement data used is listed below: ● MAP Growth data ● Georgia Insights (www.georgiainsights.com) ● CCRPI data ● GMAS data Grades 3-8 ● End of Course data Grades 9-12 ● MAP projected performance on SAT, ACT, and Milestones ● GKIDs Academic Progressions

What does your achievement data tell you?	**Observations** ● ELA showed the most growth overall and Math showed an overall decline. ● Overall scores on End of Grade and End of Course are mostly in the Beginning Learner and Developing Learner ranges. ● Elementary showed a decline in Proficient and Distinguished learners in ELA and a small growth in Math ● Middle school showed growth in both ELA and Math. ● High school showed growth in ELA. **Challenges**: ● Over half the population is still preforming in the Beginning and Developing Learner ranges on EOG/EOCs. ● There is a large need for remedial education to help with closing gaps in ELA and Math. ● Higher value instructional strategies need to be taught, teachers need professional development in best practices that can be used across all subjects and grades. ● There needs to be a more targeted approach to remediation and interventions, focusing on differentiated needs of each child.

What demographic data did you use?	Demographics Data from GaDOE: http://ccrpi.gadoe.org/Reports/Views/Shared/_Layout.html Furlow Charter School Charter, Comprehensive Performance Framework, Strategic Planning U.S. Census Bureau Quickfacts: https://www.census.gov/quickfacts/fact/table/sumtercountygeorgia/PST045219 School Nutrition Online Section of DOE portal Student Record Data Collection: Retained Students Report, Immigrant Student Report, Drop-Out Reason Report, Withdrawal Reason Report, Student Attendance Report, Discipline Action Report

What does the demographic data tell you?	**Furlow Charter School (Student Demographics Data)** ● 57.2% White students, 17.4% Black or African American, 15.3% Hispanic, 6.5% Multi-Racial, 3.6% Asian ● 100% Economically Disadvantage ● 4.9% English Learners ● 12.85% Students with Disabilities **Sumter County (US Census)** ● 43.8% White, 52.9% Black or African American, 6% Hispanic, 1.2% Mixed, 1.4% Asian ● 25.7% Persons in Poverty Observations ● Most of our withdrawals are transfers to other schools (public and private).

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Most of the drop-out reasons are from "Removed for Lack of Attendance".
● Most of the discipline infractions came from males. Majority of discipline incidents were from unauthorized items,mobile devices,toys,etc. and then disrespect towards faculty and staff.
● Average daily attendance is 94%.

Challenges
● Many students are leaving our school in the middle school transition or the high school transition. We need to pinpoint the root cause and address it. Safety and discipline seem to be a factor for the middle school transition and extracurricular seems to be the factor for high school.
● Attendance is an area of concern and we need to find strategies to improve it across all grade levels.
● Providing more opportunities for parental involvement and voice may help with investment in Furlow.
● Establishing PBIS again will help with behavioral issues.
● Looking into providing more positive male influences for our young men and some recess/break time in middle school.
● Focusing on more project based learning opportunities would increase student engagement which would help with attendance, behavior, and recruitment.
● Our demographic makeup is still uneven and we need to make sure we are not inadvertently hindering families from coming to Furlow.

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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

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?	We have promoted Project Based Learning and allowed for teacher autonomy in choosing instructional delivery strategies. However, a trend noticed in our MAP data shows over half our student population continues to perform in the Beginning and Developing Learner ranges. Our rating scales showed a need to develop and communicate common expectations for implementing curriculum and instruction as well as guiding and supporting implementation of effective strategies, programs, and interventions.
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?	According to our data collection analysis, we need to work on providing opportunities for a wide range of stakeholders to engage in goals and initiatives, using collaborative, data-driven planning processes, using protocols and processes for problem solving, decision-making, and removing barriers, and processes to monitor and provide timely guidance, support, and feedback.
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?	Furlow works to increase professional capacity through provision of professional learning opportunities. Developing a systematic process for increasing the capacity of all staff, to include an assessment piece regarding implementation fidelity, is an ongoing process. A need for evidence based practices, more rigorous teaching strategies, and data driven planning and decision making was noticed as well.
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?	Faculty and staff feel we offer a very welcoming environment inside the building. We do a good job enlisting volunteers from families and the community. Based on Data Analysis 2.4, Stakeholders noticed many of our data analysis standards were in the emerging and operational range. We see a need to develop more consistent and frequent methods of communication with the community and parents. Parents want more opportunities to offer feedback on decision making and be active participants in problem solving.

Strengths and Challenges Based on Trends and Patterns

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	While we are working towards providing a more supportive learning environment, we need to work on providing, coordinating, and monitoring student support systems and services, and defining the roles and responsibilities, skill sets, and expectation of leaders at all levels of the district to improve student learning.

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?	Our school/district has an established budget process, aligns policies, procedures, and practices with laws and regulation, and grants leaders flexibility based on results. Demographically, we noticed we have some diversity strengths and challenges. However, we have 2 mission-specific goals in our charter related to addressing those. Those include: 1. Furlow will increase access to educationally disadvantaged students by implementing 6 outreach strategies in year one of the charter term, and then increasing by 1 additional strategy each year as measured by a variety of documents. 2. At least 85% of Furlow faculty, staff, and governing board will participate in annual trainings in cultural diversity and poverty awareness as measured by training agendas, rosters, and teacher evaluations.

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?	Based on our current year's MAP scores, our efforts to use high leverage practices and common understandings have shown an increase in Math performance in all grade levels. ELA has shown growth in the elementary and middle school areas. Our End of Grade and End of Course assessments show a lot of growth in the movement from Beginning Learners to Developing Learners and some growth in the areas of Proficient and Distinguished Learners. However, over half our population is still performing in the Beginning and Developing Learner range.

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	Our students with disabilities participate with their school aged peers for the majority of the day. All of our Special Education Staff are highly qualified and have multiple years of experience. We have worked hard to promote accepting

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.

	diversity among our student population, including understanding learning differences. General supervision of the program is compliant with state regulations.

Challenges	Many of our students with disabilities are in the developing learner range or lower and struggle to pass grade level assessments. Attracting and retaining highly qualified special education faculty members to adequately staff our program is a perpetual challenge. Having enough personnel to provide support for our students and staff is also a challenge.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Providing a consistent phonics and phonological awareness curriculum and instructional framework K-3 has proven successful in increasing student growth. Number Talks, where implemented with fidelity, has also proven successful K-8. School wide professional learning on high leverage practices has shown more growth across all levels compared to last year. We were able to provide more support to struggling learners through more early intervention staff and with after school instruction.

Challenges	Finding personnel and time to help provide interventions to struggling students is a challenge. We have developed policies and procedures for implementing Multi Tiered Systems of Support across all grade levels but now need to provide professional learning on how to implement with fidelity. We were not able to hire an Academic Coach for the previous year, but have one ready for the upcoming 22/23 school year to help with providing professional learning and support to our teachers and students.

Title I, Part A - Foster Care

Strengths	Our school has a relatively small population of students in Foster Care. Because of the small population, our school counselor was able to support those students with counseling as needed. Many of our students in Foster Care are performing on grade level at this time.

Challenges	Furlow has not had on site liaisons to support children in Foster Care. We will need to develop procedures for identifying and supporting these children. We struggle to provide extra support for these students, other than the same services provided to all students such as Early Intervention Program.

Title I, Part A - Parent and Family Engagement

Strengths	Furlow has a lot of Parent and Family Engagement within the individual classrooms, especially in the Elementary part of our school. We also have many local restaurants that support Furlow by hosting "Furlow Night" where a portion of the sales for that evening go to Furlow. These restaurants have a very large increase on those nights because of our families. We have also hosted "Family Reading Night" and a Math & Science Night for families to come and participate in learning with their children. Our PTO meets once a month as well.

Challenges	Parent and Family Engagement drops significantly in Middle and High School levels. Many of our families expressed concerns with Furlow communicating upcoming events in a consistent and accessible manner. We need to provide families with more opportunities to give meaningful feedback and help in the decision making process.

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

Title I, Part 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	Our population of Migratory Children has been extremely small, only 1 in our 7 year existence. We have been able to monitor that student's progress for the brief time he was here and our counselor was able to support him. We currently do not have any migratory children.

Challenges	We need set procedures in place for when a Migratory child enrolls on how to identify and support that student and his/her family.

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

Strengths	Furlow provides its high school students an advisement time to meet with a teacher to discuss requirements for graduation and plans afterward. We have the ability to provide alternative placement with the Edgenuity Courseware software.

Challenges	Furlow Charter isn't supporting any students in local or state institutions.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	Using these funds, we are able to provide project based learning professional development to all faculty and staff so our school can share a common language and vision of what project based learning should look like.

Title II, Part A - Supporting Effective Instruction

Challenges	Supporting effective instruction seems to be a large need in our school with over half our population in the beginning and developing learner range and with the decline in CCRPI scores. The school needs a structured response to fidelity of implementation to ensure faculty practices are effective and needs are met for learners, teachers and leaders.

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	We have been serving our 21 English Learner students with 1 teacher at this time. Of those, 18 students receive approximately 45 minutes a day of service, 5 days a week. Our EL teacher was named an exemplary teacher by GaDOE. The 2021 ACCESS testing results allowed for two EL students to be exited to monitoring status. This is a positive trend from the previous year which had 0 students exiting.

Challenges	We only have 1 English Learner teacher to serve our English Learner students from K-12 grades. Implementing strategies in the general education classrooms to support our EL students is a challenge due to lack of professional development for our general education teachers. While many EL students perform well on ACCESS testing, a trend of below average performance is noticed on Reading MAP Growth data. Limited resources create challenges in supporting these students to help close the gaps.

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

Strengths	All staff were trained regarding McKinney-Vento Education.

Challenges	The identification of homeless children and locating supportive resources to help the families is a challenge.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title IV, Part A funds."

Strengths	Furlow Charter School has implemented project based learning in all grade levels to support and enrich instruction. We've also participated in Farm to School initiatives. All students participate in service learning and students in K-5 appreciate looping with teachers. World languages are taught K-12. Furlow was able to provide credit recovery and course retakes through GA Virtual School in order to help high school students to stay on track for graduation.

Challenges	Ongoing professional development must be provided to quell uncertainty about implementing project based learning and to provide common understanding and expectations for classroom implementation.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Furlow does some professional learning for teachers based on the needs they have. All trainings in the past years have been aligned to identifiable needs of our school, such as PBIS, Mindset, Project Based Learning, diversity training for increased cultural responsiveness, Number Talks for instructional strategies in math, and other best practices for instruction.

Title I,Part A - Equitable Access to Effective Educators

Challenges	We need to develop procedures for follow-up after training and re-delivery to new/absent teachers. The Leadership Team needs to dis-aggregate the results of professional development evaluations to determine effectiveness and engagement.

Title V, Part B - Rural Education

Strengths	Furlow did not receive funding from this grant.

Challenges	Furlow did not receive funding from this grant.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase academic achievement to improve graduation rates by focusing on student engagement, rigorous instruction, project based learning, and other evidenced based practices.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	N/A

Overarching Need # 2

Overarching Need	Increase all students academic achieve to at or above grade level achievement in the areas of language arts, mathematics, science, and social studies
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	N/A

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

> **Overarching Need - Increase academic achievement to improve graduation rates by focusing on student engagement, rigorous instruction, project based learning, and other evidenced based practices.**

Root Cause # 1

Root Causes to be Addressed	Lack of rigorous instruction to prepare students for post secondary schooling and careers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	N/A

Root Cause # 2

Root Causes to be Addressed	Increasing student engagement in daily lessons
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 2

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

Additional Responses	N/A

Root Cause # 3

Root Causes to be Addressed	Lack of adequate advisement time and procedures for high school students and 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
	School and District Effectiveness
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	N/A

Root Cause # 4

Root Causes to be Addressed	Increasing high school students' transition support as well as academic support structures
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment
	IDEA - Special Education
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 4

Additional Responses	

Overarching Need - Increase all students academic achieve to at or above grade level achievement in the areas of language arts, mathematics, science, and social studies

Root Cause # 1

Root Causes to be Addressed	Lack of implementation of rigorous instruction in all content areas and all grade levels
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	N/A

Root Cause # 2

Root Causes to be Addressed	More consistency in providing a multi-tiered system of supports for all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

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

Additional Responses	N/A

Root Cause # 3

Root Causes to be Addressed	Consistency in providing high quality instructional materials and lessons
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

District Improvement Plan
2023 - 2024

Furlow Charter School

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Furlow Charter School
Team Lead	Crystal Lingefelt
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)	
✓	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase academic achievement to improve graduation rates by focusing on student engagement, rigorous instruction, project based learning, and other evidenced based practices.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of adequate advisement time and procedures for high school students and teachers
Root Cause # 2	Increasing student engagement in daily lessons
Root Cause # 3	Lack of rigorous instruction to prepare students for post secondary schooling and careers
Root Cause # 4	Increasing high school students' transition support as well as academic support structures
Goal	By the end of the 2023-2024 school year, the four year graduation rate will increase 3% and the five year graduation rate will increase by 5% by implementing advisement strategies or processes with high fidelity and continuous progress monitoring.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)

Content Area(s)	ELA Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Provide professional development on rigorous instruction, project based learning, and advisement processes and strategies.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar Dates, agendas, sign-in sheets
Method for Monitoring Effectiveness	Graduation rate
Position/Role Responsible	Administration and Counselors
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	South GA Technical College, Georgia Southwestern State University, Georgia Student Finance Commission

Action Step # 2

Action Step	Have extended day schedule for the high school counselor to monitor graduation checklists, progress, and advisement.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar Dates, agendas, sign-in sheets, formal and informal observations
Method for Monitoring Effectiveness	Professional learning feedback surveys, observational data
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Continue an after school program for high school students to have time to work on credit repair/recovery.
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Rosters, Schedules, Credit Recovery enrollment
Method for Monitoring Effectiveness	Credits recovered
Position/Role Responsible	Administration
Evidence Based Indicator	Moderate

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)?	N/A

Action Step # 4

Action Step	Continue a summer school to help high school students who may need credit repair/recovery.
Funding Sources	Title I, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Rosters, Schedules, Credit Recovery enrollment
Method for Monitoring Effectiveness	Credits recovered Graduation Rate
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 5

Action Step	Provide instructional resources to increase rigor and/or provide project based learning opportunities to increase student engagement.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders, classroom observations
Method for Monitoring Effectiveness	Graduation Rate, End of Course/Grade results
Position/Role Responsible	Administration
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase all students academic achieve to at or above grade level achievement in the areas of language arts, mathematics, science, and social studies
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of implementation of rigorous instruction in all content areas and all grade levels
Root Cause # 2	More consistency in providing a multi-tiered system of supports for all students
Root Cause # 3	Consistency in providing high quality instructional materials and lessons
Goal	By the end of the 2023-2024 school year we will demonstrate 5% growth in students performing at or above grade level expectations in language arts, math, science, and social studies as measured by the End of Grade/Course performance.

Equity Gap

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

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
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	Provide systematic support to all students and teachers with a Multi-tiered system of supports coordinator who will analyze student data and support teachers in determining interventions to target needs and host family meetings to discuss progress.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS calendar, agendas or meeting notes
Method for Monitoring Effectiveness	MTSS evaluations End of Course/Grade results
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Support teachers engaging in professional development, endorsements, and certification programs to improve student achievement. Professional development topics can include: rigorous instruction, positive engagement, evidence based practices, project based learning, number talks, Science of Reading, and Multi-Tiered Systems of Supports.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional development registration, agendas, purchase orders for development
Method for Monitoring Effectiveness	MAP data, TKES, Professional learning evaluation results
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Purchasing educational software, consumables, furniture, equipment, instructional manipulatives, and classroom supplies to support instruction, remediation and/or extension.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas and sign-in sheets, Schedules, purchase orders
Method for Monitoring Effectiveness	Increase in MAP reading and math performance End of Course/Grade results
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

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)?	N/A

Action Step # 4

Action Step	Provide more collaborative planning time to teachers, paraprofessionals, and other instructional staff through an extended day stipend agreement.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Collaborative planning schedule, Meeting minutes
Method for Monitoring Effectiveness	End of Grade/Course results MAP data
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Action Step # 4

Does this action step support the selected equity intervention?	Yes

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

Action Step # 5

Action Step	Purchase books, periodicals, bookshelves, and other storage for the media center and classroom libraries to collaborate with a school wide reading initiative to increase literacy.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Purchase orders, classroom book requests
Method for Monitoring Effectiveness	Assessment data
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 6

Action Step	Purchase software for communicating with families about attendance, academics, school wide and grade level events.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Purchase order, communication logs
Method for Monitoring Effectiveness	Assessment results
Position/Role Responsible	Administration
Evidence Based Indicator	Moderate

Action Step # 6

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

Action Step # 7

Action Step	Provide after school and summer school opportunities for students to remediate and extend learning.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance logs,

Action Step # 7

Method for Monitoring Effectiveness	Assessment results
Position/Role Responsible	Administration
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Furlow continually seeks input from stakeholders regarding provision of services for children across its federal programs through meetings hosted twice annually, once in the Fall and once in the Spring. Providing multiple forums for feedback, Furlow solicits information from the community, internally and externally, to help determine areas of need for services and supports. These forums include email blasts with links to surveys, posts on the school website and Facebook, follow-up emails, and meetings to share input and feedback. Areas identified through this process will be addressed as needed, including through professional development opportunities for faculty and staff.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers **2. out-of-field teachers** **3. inexperienced teachers** **(Please specifically address all three variables)**	1. Furlow seeks first to hire teachers that are professionally qualified. All teachers participate in on-going professional learning to increase their effectiveness as a classroom teacher. 2. We currently have no one who is teaching out-of-field. In the event we do, we would require the out-of-field teacher to compose a plan to work towards obtaining in-field certification. 3. Inexperienced teachers with 3 or less years of experience will participate in the Furlow Induction Support program and will have a mentor. Before the start of the school year, student schedules are cheeked to make sure that low income and minority students have not had an ineffective, inexperienced, or out-of-field teacher for two years in a row.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	● Furlow collects data from CCRPI, MAP, GA Milestones, TKES, PBIS data, and staff and parent surveys. For example, Furlow implemented PBIS in the 2019/2020 and 2020/2021 school year because our previous data was showing increased suspensions and low school climate scores. Since implementation, our school climate scores have increased. ● A Professional Learning Community Protocol will be implemented in the 2023/24 school year detailing topics of focus and meeting goals for all grade levels and committees. ● All professional development endeavors implemented will be facilitated for

Professional Growth Systems

	at least a year to build sustainable capacity. Teachers will be provided initial training, ongoing support in professional learning communities, and continuous feedback from peers and administrators. ● Leaders of the PL will be allowed time to go to trainings to continue their learning as well. We support the train-the-trainer model when possible. ● Furlow has continued implementation of PBIS school wide. PBIS efforts will be operationalized based on Self Assessment Survey results from the 2022/2023 school year. ● Furlow has continued Project Based Learning professional growth over the course of the 22/23 school year and will continue to do so in the 23/24 school year. ● Any new professional development considered will be evidenced-based as well. ● Furlow will support the Principal and other school leaders' professional development by funding opportunities to participate in professional organizations and learning opportunities as needed for their positions.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

PQ – Minimum Qualification

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

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Furlow currently is not an identified school needing support. If this should occur in the future, we would use any funding necessary to address the state or federally identified needs of our school.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Furlow will continue its partnership with South GA Technical Institute to help provide learning experiences and work-based learning opportunities for scholars. We encourage our high school scholars to participate in Dual Enrollment at Georgia Southwestern State University and SGTC. Grades K-5 will receive multiple opportunities to explore a variety of careers through the Elementary Career Web Resources and National Career Clusters. Grades 6-12 will complete career clusters through SLDS as they progress throughout the year. Pathways being added at Furlow this year include Fine Arts; Visual Arts, Audio-Video Technology and Film, Business and Technology, and Entrepreneurship.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Furlow will continue implementation of PBIS school-wide in the 23/24 school year. School wide expectations were developed in the 19/20 school year for the cafeteria, restrooms, and hallways and teachers were trained on how to implement these with their students, multiple walk-throughs took place to check for implementation, surveys were conducted concerning expectations, and the PBIS team worked to correct issues based on the data collected. In the 2020/2021 school year, PBIS was continued but modified in order to meet the needs of virtual learning and mitigation measures of the Covid-19 pandemic. The entire faculty participated in multiple PBIS related trainins throughout the year, which concluded with a self assessment survey. The results of this survey were used to determine benchmark data for updating our PBIS protocols in the 23/24 school year. We've updated our disciplinary matrix in accordance with the GaDOE model Code of Conduct. More in-classroom and restorative justice measures are in place before removal from the classroom when applicable.

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

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	● Middle school students receive an orientation to high school to ease the transition into the high school. ● Open House will includes middle school and high school transitional information for families. ● Students are encouraged to take the PSAT, SAT, and ACT in order to increase post secondary access. ● High school students are encouraged to apply for Dual Enrollment from post secondary institutions. ● High school teachers and other support staff mentor groups of high school students to provide advisement on graduation requirements and plans for post secondary education.

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.	Furlow provides support for students transitioning from pre-kindergarten to kindergarten by providing information to local preschools to share with families about Furlow. Families are encouraged to come and take a tour during the school year. Furlow faculty serve as representatives on the board of the Head Start annual program for parent orientation transitioning to kindergarten.

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.	Furlow is no longer a targeted assistance school and will participate as a Title 1 Schoolwide Program.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Furlow Charter School plans to participate as a Title 1 Schoolwide school in the 2023/2024 school year. As such, our plan is to provide targeted interventions and remediation to all grade levels K-12 to help mitigate learning loss. We would do so by offering an after school program, summer school program, and classroom intervention time provided through interventionists, EIP, REP, and classroom teachers. Interventions will be specific to the needs of the students with focus on reading on grade level, math fluency, and behavioral support. Student engagement will be promoted through project based learning, rigorous teaching, and a school wide reading initiative. PLCs will be used to develop teachers' capacity and analyze student date for improving achievement. We have no children living in local institutions for neglected or delinquent children. If this should occur, Furlow will supply instructional materials and instruction to the facility housing those students. Instruction may be in the form of virtual instruction or face to face. Furlow and the facility will coordinate supplemental services as needed, including access to the universal screener.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Furlow Charter School will follow state guidance requiring all parents of newly enrolling and returning students to complete the Occupational Survey during the registration process throughout the school year. The registration documents are completed and evaluated by the counselor to determine if needs are indicated. ● If needs are indicated, the data manager provides a copy of the registration form to the Director of Student Services. ● When migratory moves are scheduled in advance, Furlow will coordinate with the receiving school to transfer records and other documents such as progress monitoring reports. ● Furlow will continue to use program guidelines to identify any enrolling migrant students. ● Furlow will promote interstate and intrastate coordination of services and ensure educational continuity through use of resources offered by the state.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification	Furlow will continue to maintain a close working relationship with the MEP Consortium Specialist and assigned MEP state recruiter, and continue to promote sharing of data regarding school-aged youth, OSY (out of school youth) and preschool youth. Through the collaborative relationship with MEP personnel, OSY entering the district for seasonal work will be identified by the MEP Specialist and monitored. OSY who are of school age and considered drop-outs will be counseled and offered enrollment in initiatives offered by state and county literacy agencies (GED prep, night classes, ESOL classes). These students will be made aware of virtual school opportunities. Using the student information system, familial connections will continue to be monitored to identify birth through age 5 siblings of migrant students. Furlow will continue to work with the local health department and DFCS to identify other migrant preschool children who are in the county and not part of an

Title I, Part C – Migrant Supplemental Support Services

of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	enrolled student's family.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?
Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | Furlow plans to increase the graduation rate as one of our district improvement goals. Furlow's graduation rate has increased from 85% to 86% in the last school year. Our current goal is to increase the overall graduation rate by 3% again. Our 4 year graduation students with disabilities cohort in the 22/23 school year was 3 students and 2 of those graduated. As part of that goal, we are developing advisement procedures to use with all students beginning at the end of 8th grade. Transition meetings will be provided by the school at least semi-annually for students coming into 9th grade to prepare them for high school and the requirements for graduation. Specific post-secondary outcome activities to improve graduation rates are listed below:
● The high school counselor and SWD case manager meets with all senior and junior high students with disabilities to review graduation requirements to ensure students are on track to graduation. If schedule adjustments are needed, this is coordinated with the Assistant Principal and Special Education Director to ensure services are still provided as identified by the child's IEP. The Special Education Director and Principal monitor completion of this activity through sign in sheets.
● To decrease the percentage of children with disabilities who drop out of school, each middle school and high school child's case manager reviews graduation requirements and plans during IEP team meetings and annual reviews yearly to ensure families and students are well informed of the graduation requirements. Course completion is reviewed at the end of each semester and credit recovery or repair is administered to SWDs as soon as possible with support of the case manager or other special education teachers. After school and summer school credit repair and recovery sessions are available as needed for high school students to work on the course completion requirements with educational staff support. After school support is available Tuesday, Wednesday, and Thursday from September to May and summer school support is available in June. The Special Education Director monitors who is invited to attend these sessions and ensures students are enrolled in the correct courses with the correct accommodations and modifications.
● Starting in 8th grade, case managers complete transition plans for students with disabilities to identify post-secondary goals. These will be discussed at least annually during the IEP annual review meeting and progress monitored at least once every nine weeks. The Special Education Director reviews all transition plans prior to finalization to ensure compliance.
● Each year the Special Education Director meets with the Student Information System Data Clerk to review the list of students with disabilities that have graduated and transitioned into employment or post-secondary education. This data is reviewed and used to determine the special education |

IDEA Performance Goals:

	program effectiveness.
	All special education staff and administration are provided with professional learning regarding post-school outcome indicators that are reported to the state. Professional learning is provided to special education staff involved with middle and high school students in regards to graduation requirements and transition plan requirements. This is provided at least annually, but more often if needed. Teachers, administrators, and staff may request technical assistance from the Special Education Director for further help. The Special Education Director monitors all outcomes to ensure completion, fidelity, and effectiveness. This data is shared with stakeholders during quarterly reports to the Furlow Governing Board.

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**	Furlow Charter School serves children ages 4-21 (Kindergarten to 12th Grade). Service of children who are 0-4 is accomplished via Babies Can't Wait and the local school district. Furlow implements specific activities to improve services for young children ages 3 and 5 with disabilities by including collaboration with community-based Pre-Ks and Head Start programs. The Special Education Director coordinates with these programs when students needing identification, location and evaluation are enrolling into Furlow's Kindergarten program. Special education case managers attend the IEP annual review meetings of Pre-K students in those programs to help with transition planning and goal setting for Kindergarten. Furlow provides the least restrictive environment for young children ages 3 and 5 with disabilities by offering a full continuum of support including occupational therapy, speech and language therapy, small group instruction, and regular education instruction as determined by the IEP team. This is monitored by the case manager each nine weeks through the progress reports and the Special Education Director monitors completion of reports to ensure fidelity. Young children with disabilities in Kindergarten are evaluated based on their IEP goal progress, GKIDs performance, and other classroom assessments. These outcomes are monitored by the child's case manager and reported on progress reports every nine weeks. The Special Education Director monitors completion of progress reports during the 9 week period. Staff designated to support the 3-5 population are the special education case managers, Kindergarten teachers, administration, SST/MTSS Coordinator, and the Special Education Director. Furlow provides multiple opportunities for collaboration and training with outside agencies and families. Parent training for Kindergarten transition is coordinated between Furlow and the community-based programs by Furlow's administration and/or Kindergarten staff annually in the Spring. Furlow also participates in Head Start's Kindergarten readiness meeting with parents and families in the community annually in the Spring. The Special Education Director provides technical assistance to families and teachers regarding children's needs and supports. This includes providing opportunities for

IDEA Performance Goals:

	professional development for teachers and families as needed. Furlow also has an Open House night before school starts to provide families with an opportunity to meet the teachers and staff of the school. This is advertised beginning in July through multiple media outlets. Furlow publishes its Child Find notice on the bulletin board in front of the building as well as in its Family Handbook and the school website. Furlow Kindergarten teachers administer early intervention screeners before the 1st day of school to rising Kindergartners to determine support needed. MAP Growth assessments administered in the Fall are also used for Child Find activities.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?** **Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided**	Furlow Charter School provides Free Appropriate Public Education (FAPE) to all students with an Individualized Education Program. Specific activities implemented to ensure this are listed below: ● At the beginning of the school year, the Special Education Director will make available professional development in the areas of Evaluation and Reevaluation, Eligibility Determination, and FAPE to all staff members. This will be provided through recorded webinars so staff can have access throughout the year as needed. Attendance documentation and followup questions will be collected to ensure completion. ● Special education teachers will receive ongoing professional development on writing IEPs and eligibility reports at least monthly along with procedures for accomplishing this within a timely manner. Furlow will continue to use GoIEP to write all reports for state submission. Furlow will also use GoalBook Toolkit to provide teachers with assistance writing robust present level statements, goals, and disability impact statements. Professional development for GoIEP and Goalbook Toolkit will be ongoing throughout the school year and provided by the Special Education Director quarterly. ● At least annually, the child's IEP team will review the Least Restrictive Environment continuum of services to ensure each child receives what is appropriate for their education. The Special Education Director and Principal will be invited to these meetings, along with all appropriate team members, to monitor compliance with state regulations. Furlow's continuum includes regular education instruction, supportive services, direct services, small group instruction, home-based instruction, and hospital/homebound instruction. Furlow will pursue other service models, such as residential placement or separate school, if the need arises but we haven't needed those supports yet. ● Special education case managers will compile an "IEP at a Glance" document to share with all teachers working with a student with a disability to provide quick and easy access to the child's accommodations, modifications, services, and supports. This information will be provided before the 1st day of school and updated at the child's annual review and/or any amendments. Regular Education teachers will sign off that they received this information and documentation will be kept by the Special Education Director. ● Student's case managers will ensure their student's accommodations are implemented and services are provided. This includes testing accommodations in regards to classroom testing and state/district testing. The Testing

IDEA Performance Goals:

	Coordinator and Special Education Director will monitor this for compliance. ● Children attending Furlow Charter School from Kindergarten through 12th grade are entitled to FAPE. Students entitled to special education and related services until they graduate with a diploma or until the end of the school year they turn 22, whichever comes first. ● Any students with a current IEP who is in the local jail will be entitled to FAPE. Furlow will work with the local jail in order to gain access to the student and deliver services. This will be coordinated with the Special Education Director and the local authorities. ● Furlow will use general funds, IDEA funding, and other federal funds as allowable, to provide FAPE to eligible students. Delivery of services will not be delayed due to locating a funding source. ● Furlow provides instruction materials in an accessible format to children who are blind or other print disabled. These formats include braille, audio, digital text, or large print. Each child's need for assistive technology devices and services is reviewed at least annually during an IEP team meeting. If determined necessary, Furlow will purchase the equipment, technology, and training necessary to implement the assistive technology. Students with hearing aids or cochlear implants will have routine inspection of those devices by their special education case manager to ensure proper functioning. ● Extended school year will be provided as deemed necessary by the child's IEP team using the guiding questions provided by GoIEP to determine eligibility. Furlow will fund these services at no cost to the family. ● Furlow will provide supplementary aids and services as necessary for children with disabilities to have equal opportunity to participate in non academic and extracurricular activities. ● Furlow will not require medication as a condition of attending school, receiving an evaluation, or receiving services. The Special Education Director and Principal will be invited to all eligibility, annual review, and amendment meetings. The Special Education Director will also monitor all paperwork submitted to ensure compliance with state and federal regulations and perform the finalization of all IEPs and eligibility reports. The Director will also ensure all activities in regards to FAPE are followed and implemented with fidelity. Determining a student's needs and if they are being met is facilitated by the child's case manager through classroom observation, data collection, progress monitoring, and assessment data. This is reviewed with families at least every 9 weeks through progress reports and annually as an IEP team annual review meeting. Case managers will be able to speak to the child's needs and if they are being met by the current supports. Adjustments will be made as determined by the IEP team. Furlow will use progress monitoring data, MAP Growth, and End of Course/End of Grade assessments to determine the effectiveness of the Special Education Program. The Special Education Director will be responsible for analyzing this data and sharing with the administration and governing board at least annually. The Special Education Director will coordinate with the MTSS/SST Coordinator to

IDEA Performance Goals:

	ensure students in the support tiers are provided with appropriate evaluations as necessary and provided with interventions and supports needed. The Special Education Director will provide guidance to the MTSS/SST Coordinator as necessary when a student is thought to have a disability.

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**	Furlow ensures procedures and practices are implemented in our district to ensure overall compliance through the following practices: ● The Special Education Director is trained and updated with state and federal laws and regulations via professional development and by utilizing Chattahoochee Flint RESA as well as the district/state liaison. The Special Education Director attends and redelivers professional development training / technical assistance provided by GaDOE to all special education teachers. This includes participation in the Federal Programs Conference, Data Conference, email blasts, regional meetings, Collaborative Community meetings, and Director webinars. All special education teachers and paraprofessionals will meet with the Special Education Director once a month to discuss compliance with state and federal laws and regulations as well as to provide technical assistance as needed. Agendas and sign in sheets will be kept for documentation. Timely and accurate data submission will be reviewed at each meeting. ● The Special Education Director monitors all IEPs, eligibility reports, and transition plans utilizing a compliance checklist. The Special Education Director reviews all paperwork of students who transfer into Furlow to ensure services are continued. Furlow, in collaboration with Chattahoochee Flint RESA, monitors timelines of evaluations. The Special Education Director monitors timelines of annual reviews. Features within GOIEP are used to ensure timely submission and to track correction of compliance, as well as to provide supervision and monitoring of all IEPs. ● Timely and accurate data submission procedures include: ● During pre-planning Special education staff will need to develop a calendar that includes proposed dates of annual reviews, reevaluation data reviews, and eligibility meetings along with dates to send out meeting notices and reminder notices. This calendar will be shared with Furlow's Principal, Assistant Principal, and Special Education Director. ● The Special Education Director will provide weekly email reminders for upcoming due dates to all special education staff, copying Furlow's Principal and Assistant Principal. ● The Special Education Director will meet with the Student Information Data Clerk to review schedules and segments for all students with disabilities to ensure accurate reporting for FTE at least twice a year in September and February. ● Procedures for addressing correction of noncompliance include: ● The case manager will notify the Special Education Director when IEPs, Transition Plans, Eligibility reports, and/or Reevaluation Data Reviews are ready for submission. This should happen within 5 days of the meeting. The Special Education Director will review each document using a compliance

IDEA Performance Goals:

	checklist before determining finalization. If corrections are needed, the Director will email the teacher to notify them of the corrections needed. When all corrections are made, the Special Education Director will finalize the report in GoIEP and notify the case manager.
	● Professional Learning for overall compliance, timely and accurate data submission, and correction of noncompliance practices include: ● The Special Education Director will provide professional learning opportunities at least once a month to the special education teachers and staff. During our monthly meetings, every 3rd Monday of the month, we will review any new guidance from GaDOE, review IEP and Eligibility procedures and writing compliance checklists, ongoing professional learning of GoalBook Toolkit and GoIEP, and review upcoming deadlines and data submission requirements. Agendas and sign in sheets will be kept for documentation. ● Individualized professional learning and technical assistance will be provided to any teachers and staff requesting help or demonstrating a need for assistance as determined by the Special Education Director and/or Principal. These sessions will be provided as needed and the Special Education Director will ensure completion.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 1 Action Step 5: Providing instructional resources to increase rigor and provide project based learning opportunities. this is Continuing. The measurable goal is for our graduation rate to increase. Overarching Need 1 Action Step 3 and 4: Providing after school and summer school opportunities for high school students to repair and recover courses. This is continuing and the measurable goal is for our graduation rate to increase.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching Need 1: Action Step 2: Providing the High school Counselor extended day to monitor graduation checklists, progress, and advisement. This is continuing and the measurable goal is for our graduation rate to increase.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Furlow will not use the funds for this area.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Furlow will not use the funds for this area.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Furlow will seek feedback and suggestions from teachers, students, parents, and other stakeholders regarding the effectiveness of advisement sessions, graduation plans, the after school program, and the summer program by offering surveys after completion or participation in each activity. Implementation and effectiveness will also be monitored by number of credits recovered during after school and summer school programs and the overall graduation rate. This data will be shared with all stakeholders at the end of the year and during governing board meetings throughout the year.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Graduation Rate (4-year cohort) EI-7 Provide equitable access to student support programs and interventions ● Intervention Effective – Maintain Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Furlow provided dedicated advisement times on early release days as well as created an Advisement folder for each student in grades 9th - 12th. The folder contained all documents needed to meet with students at least 2 times a year to review requirements for graduation. Furlow also provided after school and summer school for high school students to have dedicated time to work on credit repair and recovery. Data collected at the end of the school year showed over 15 credits/full courses recovered during the 22-23 school year as well as a decrease in number of high school students dropping out during the school year.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Graduation Rate (4-year cohort) EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions ● Intervention Effective – Maintain Activities/Strategies

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Furlow provided teachers with professional development regarding implementation of PBIS Tier I classroom level strategies, Number Talks, PBL, MTSS, and data analysis. MAP assessment data as well as End of Course and End of Grade assessments showed growth in the number of students performing in the proficient range.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	"No Participating Private Schools"

Title II, Part A	"No Participating Private Schools"

Title III, Part A	"No Participating Private Schools"

Title IV, Part A	"No Participating Private Schools"

Title IV, Part B	"No Participating Private Schools"

Title I, Part C	"No Participating Private Schools"

IDEA 611 and 619	"No Participating Private Schools"