# Comprehensive Needs Assessment
# 2021 - 2022 District Report

**GaDOE**
Georgia Department of Education

Identify Needs

Select Interventions

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

READY TO LEARN

READY TO LIVE

**WHOLE CHILD**

READY TO LEAD

Family & Community Engagement

Supportive Learning Environment

Implement Plan

Plan Implementation

# Echols County

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

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

**Required Team Members**

| Program | Position/Role | Name |
| --- | --- | --- |
| Multiple Program(s) | Superintendent/Assistant Superintendent | Shannon King |
| Multiple Program(s) | Federal Programs Director | Rebecca Hill |
| Multiple Program(s) | Curriculum Director | Vince Hamm and Zane Craven |
| Multiple Program(s) | School Leader (#1) | Vince Hamm |
| Multiple Program(s) | School Leader (#2) | Zane Craven |
| Multiple Program(s) | Teacher Representative (#1) | Jeff Guilliams |
| Multiple Program(s) | Teacher Representative (#2) | Beverly Highsmith |
| McKinney-Vento Homeless | Homeless Liaison | Rebecca Hill |
| Neglected and Delinquent | N&D Coordinator | Rebecca Hill |
| Rural | REAP Coordinator | Rebecca Hill |
| Special Education | Special Education Director | Dave Rosser |
| Title I, Part A | Title I, Part A Director | Rebecca Hill |
| Title I, Part A | Family Engagement Coordinator | Vince Hamm and Zane Craven |
| Title I, Part A - Foster Care | Foster Care Point of Contact | Rebecca Hill |
| Title II, Part A | Title II, Part A Coordinator | Rebecca Hill |
| Title III | Title III Director | Kathleen Pafford |
| Title IV, Part A | Title IV, Part A Director | Rebecca Hill |
| Title I, Part C | Migrant Coordinator | Rebecca Hill |

**Recommended and Additional Team Members**

| Program | Position/Role | Name |
| --- | --- | --- |
| Multiple Program(s) | Assistant superintendent | |
| Multiple Program(s) | Testing director | Rebecca Hill |
| Multiple Program(s) | Finance director | Rebecca Corbett |
| Multiple Program(s) | Other federal programs coordinators | |
| Multiple Program(s) | CTAE coordinator | Dave Rosser |
| Multiple Program(s) | Student support personnel | |

**Recommended and Additional Team Members**

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Principal representatives | Vince Hamm and Zane Craven |
| Multiple Program(s) | High school counselor / academic counselor | Karen Black |
| Multiple Program(s) | Early childhood or Head Start coordinator | Bobbie Staten |
| Multiple Program(s) | Teacher representatives | Beverly Highsmith,  Jeff Guilliams Angie Roberts,  Elizabeth Register |
| Multiple Program(s) | ESOL teacher | Melissa Crosby |
| Multiple Program(s) | Local school governance team representative (charter systems only) | |
| 21st CCLC | 21st CCLC program director | n/a |
| 21st CCLC | 21st CCLC site coordinator or data specialist | n/a |
| Migrant | Preschool teacher | Lily Velez and Brenda Sanchez |
| Special Education | Student success coach (SSIP) | |
| Title II, Part A | Human resources director | |
| Title II, Part A | Principal supervisors | |
| Title II, Part A | Professional learning coordinators | |
| Title II, Part A | Bilingual parent liaisons | |
| Title II, Part A | Professional organizations | |
| Title II, Part A | Civil rights organizations | |
| Title II, Part A | Board of education members | |
| Title II, Part A | Local elected/government officials | |
| Title II, Part A | The general public | |
| Title III | Refugee support service staff | |
| Title III | Community adult ESOL providers | |
| Title III | Representatives from businesses employing non-English speakers | |
| Title IV, Part A | Media specialists/librarians | Analiese Hamm |
| Title IV, Part A | Technology experts | Kelly Wicks |
| Title IV, Part A | Faith-based community leaders | |

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

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

**Required Stakeholders**

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | Students (8th - 12th grade) | Ezekiel Galarza, Weston McLeod |
| Multiple Program(s) | Private School Officials | NA |
| Migrant | Out-of-School Youth and/or Drop-outs | Moises Alonzo Silva |
| Title I, Part A | Parent Representatives of Title I Students | Lena Coppage, Jodi Kinsey, Zena Born, Irene Aguilar |
| Title I, Part A - Foster Care | Local DFCS Contacts | Gail Findley |
| Title II, Part A | Principals | Vince Hamm and Zane Craven |
| Title II, Part A | Teachers | Beverly Highsmith and Jeff Guilliams |
| Title II, Part A | Paraprofessionals | Sarah Lambert |
| Title II, Part A | Specialized Instructional Support Personnel | NA |
| Title II, Part A | Other Organizations or Partners with relevant and demonstrated expertise | Sylvia Tefft |
| Title I, Part A | Parents of English Learners | Pedro Alvarez, Beatrice Barron, Daniella Vazquez |

**Recommended and Additional  Stakeholders**

| Program | Position/Role | Name |
|---|---|---|
| Multiple Program(s) | RESA personnel | Regina Purvis, Lance Heard, Darlene Watson |
| Multiple Program(s) | Technical, college, or university personnel | |
| Multiple Program(s) | Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members | |
| 21st CCLC | 21st CCLC advisory council members | |
| Migrant | Local Head Start representatives (regular and/or migrant Head Start agencies) | |
| Migrant | Migrant PAC Members | Abelina Carreon |

**Recommended and Additional Stakeholders**

| Program | Position/Role | Name |
|---|---|---|
| Migrant | Local farmer, grower, or employer | |
| Migrant | Family connection representatives | |
| Migrant | Local migrant workers or migrant community leaders | |
| Migrant | Farm worker health personnel | |
| Migrant | Food bank representatives | |
| Migrant | Boys and Girls Club representatives | |
| Migrant | Local health department representatives | Leigh Ann McLeod |
| Migrant | ABAC MEP consortium staff | |
| Migrant | Migrant high school equivalence program / GED representatives | |
| Migrant | College assistance migrant programs | |
| Neglected and Delinquent | Residential facility(ies) director(s) | |
| Special Education | Parents of a student with disabilities | |
| Special Education | Parent Mentors | |
| Title II, Part A | School council members | |

| How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? | The team selected stakeholders that are representative of the school system, parents, and community. These stakeholders are actively involved in Echols County School System. Stakeholders' involvement may be at the LEA and/or school level. Their viewpoints offer a unique perspective into the continuous district and school improvement while maintaining a common mission and vision. Echols County Schools included stakeholders from our Migrant population as well as our EL population. Stakeholders from our community included business owners and representatives from various agencies such as The Haven, Wiregrass Technical College, Echols County Health Department, and Legacy. |
|---|---|

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

## 2. DATA COLLECTION ANALYSIS

## 2.1 Coherent Instructional System

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

**Coherent Instruction Data**

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

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

**Coherent Instruction Data**

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

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

**Leader Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| **1. Instructional Leadership:**The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. | 2.33 |
| **3.Planning and Assessment:**The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | 2.33 |
| **4.Organizational Management:**The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | 2 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|---|---|
| **2.Instructional Planning:**The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | 2.07 |
| **3.Instructional Strategies:**The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. | 2.06 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |
| **4.Differentiated Instruction:**The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | 2.28 |
| **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. | 1.96 |
| **6.Assessment Uses:**The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents. | 2 |
| **8.Academically Challenging Environment:**The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | 2.09 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

# 2. DATA COLLECTION ANALYSIS

## 2.2 Effective Leadership

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

**Effective Leadership Data**

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

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

**Effective Leadership Data**

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

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

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

**Effective Leadership Data**

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

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

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

**Effective Leadership Data**

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

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

**Leader Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| 1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. | 2.33 |
| 2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | 2.67 |
| 3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | 2.33 |

Leader Keys Effectiveness System- Standard

| Standard | Score |
|---|---|
| **4.Organizational Management:**The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | 2 |
| **5.Human Resources Management:**The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 2 |
| **6.Teacher/Staff Evaluation:**The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning. | 2.33 |
| **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. | 3 |
| **8.Communication and Community Relations:**The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

Teacher Keys Effectiveness System- Standard

| Standard | Score |
|---|---|
| **9.Professionalism:**The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | 2.56 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

## 2. DATA COLLECTION ANALYSIS

## 2.3 Professional Capacity

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

**Professional Capacity Data**

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

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

**Professional Capacity Data**

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

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

**Leader Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| 4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | 2 |
| 5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 2 |
| 6.Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning. | 2.33 |
| 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. | 3 |
| 8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

**Teacher Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| **1.Professional Knowledge:**The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | 2.15 |
| **9.Professionalism:**The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | 2.56 |
| **10.Communication:**The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | 2.07 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

## 2. DATA COLLECTION ANALYSIS

## 2.4 Family and Community Engagement

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

**Family and Community Engagement Data**

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

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

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

**Family and Community Engagement Data**

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

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

**Leader Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| 2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | 2.67 |
| 8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2 |
| Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. Source: TLE Electronic Platform (FY19) | |

**Teacher Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| **10.Communication:**The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | 2.07 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

## 2. DATA COLLECTION ANALYSIS

## 2.5 Supportive Learning Environment

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

**Supportive Learning Environment Data**

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

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

**Supportive Learning Environment Data**

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

**Leader Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| 1.Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. | 2.33 |
| 2.School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders. | 2.67 |
| 3.Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures. | 2.33 |
| 4.Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources. | 2 |
| 5.Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel. | 2 |
| 6.Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning. | 2.33 |
| 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. | 3 |
| 8.Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders. | 2 |
| Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric.Source: TLE Electronic Platform (FY19) | |

**Teacher Keys Effectiveness System- Standard**

| Standard | Score |
|---|---|
| **1.Professional Knowledge:**The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | 2.15 |
| **2.Instructional Planning:**The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | 2.07 |
| **3.Instructional Strategies:**The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. | 2.06 |
| **4.Differentiated Instruction:**The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences. | 2.28 |
| **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. | 1.96 |
| **6.Assessment Uses:**The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents. | 2 |
| **7.Positive Learning Environment:**The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | 2.54 |
| **8.Academically Challenging Environment:**The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | 2.09 |
| **9.Professionalism:**The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | 2.56 |
| **10.Communication:**The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | 2.07 |
| **Note:** Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric.**Source:** TLE Electronic Platform (FY19) | |

# 2. DATA COLLECTION ANALYSIS

## 2.6 Data Analysis Questions

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

| | |
|---|---|
| **What perception data did you use?** [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan] | Ga Milestones, Benchmark Test, SIS data, CEP Data, Georgia Kids Count Data, survey data |

| | |
|---|---|
| **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?") | Data from state achievement reports indicate students in smaller subgroups i.e. Black, American Indian, Asian tend to perform at the same level as larger cohorts. Scores are dispersed significantly similar and trend statistically similar to students in larger cohorts. Yearly internal benchmark and progress monitoring data show the same trend. ECS has zero foster students in attendance at this time. Most of Echols County foster children are housed in surrounding counties. ECS currently has 0 homeless students. |

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

| | |
|---|---|
| **What does the process data tell you?** (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?") | Upon enrollment, records are compiled by school personnel to determine needed services. ECS has a RTI/MTSS process that identifies the needs of low performing students. Teachers complete EIP and remedial rubrics to identify students that qualify. Language surveys are completed to identify ESOL students. Migrant recruiter is employed to locate migrant eligible families. High school students who have been retained one or more times or behind in credit are offered the opportunity to enroll in the alternative center. All students are offered access to CTAE programs and counseling services. Existing challenges include scheduling. Additional staffing is needed to meet many of these challenges. (ie: intervention specialist, bilingual employees, |

| | additional counselor/social worker) |
|---|---|

| | |
|---|---|
| **What achievement data did you use?** | Georgia Milestones, local benchmark data, Infinite campus, ACT.org, College board, Georgia Student Finance Commission,  Exact Path, STAR reading, iReady, End of Pathway Assessments. |

| | |
|---|---|
| **What does your achievement data tell you?** | The number of migrant students enrolled in high school classes are often less than 5. The data was not included due to the size of the population. The trends tend to be the same as the overall Hispanic population. Yearly internal benchmark and progress monitoring data show the same trend.<br><br>Data from state achievement reports indicate students in smaller subgroups i.e. Black, American Indian, Asian tend to perform at the same level as larger cohorts. Scores are dispersed significantly similar and trend statistically similar to students in larger cohorts. Yearly internal benchmark and progress monitoring data show the same trend.<br>We did not include data for some subgroups for the drop out data due to the small number of students in the subgroups.<br>Data shows gaps between our Hispanic and White populations. ECS migrant population as well as ELL perform lower than the white population in Elementary schools.<br>Math  trends indicate low student achievement levels in most grade levels.<br>ELA data indicates student growth, however achievement levels do not meet expectations in several grade levels.<br>Writing appears to be a domain that needs significant improvement.<br>Teachers and leaders need to focus on student data at the domain level. |

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

| | |
|---|---|
| **What does the demographic data tell you?** | Data from state achievement reports indicate students in smaller subgroups i.e. Black, American Indian, Asian tend to perform at the same level as larger cohorts. Scores are dispersed significantly similar and trend statistically similar to students in larger cohorts. Yearly internal benchmark and progress monitoring data show the same trend.<br>ECS has zero foster students in the school system at this time.   Most of  Echols County foster children have been housed in surrounding counties.<br>ECS has 0 homeless students.<br>ECS is a CEP district. All students qualify for no cost meals.<br>Echols County does not have any private Pre-K, headstart or daycare centers.<br>Echols County is  more than 10% worse than the state average in teen birth, child abuse and neglect, child poverty, teens not in school (ages 16-19), |

| | children whose parent lack secure employment, babies born to mothers with less than high school education, |
|---|---|
| | Echols County is a high poverty area according to information reviewed from Echols County's Kids Count Profile. This document will note several of the areas: The percent of families with children with annual income of less than 150% of the federal poverty threshold is 34.4%.The percentage of children living in poverty is 31%.The percent of children living in families where parents lack secure employment is 10.9%.  Since our community is so small and there are few businesses or outside opportunities for students, we must make extra efforts to provide our students with resources and contacts for future opportunities. Echols County has no incorporated cities/towns. Thus there are very little local funds.  ECEMS is 53% Hispanic while ECHS is 48% Other minorities make up less than 6% at each school. |
| | Echols County is a high poverty county. The majority or residents commute 15-30 miles to work each day. There is very little industry in the county.  ECS has a large migrant and ESOL population. Most families rent or live in mobile houses. |
| | Low percentage of post high school education among families. |
| | Due to our small size and so many employees with overlapping responsibilities, the time needed to focus on certain areas is limited.  For example, currently our principals are responsible for curriculum and instruction without the support of a curriculum director or instructional coaches. In addition, the school principals are responsible for parent engagement with no parent engagement coordinator. Due to being understaffed in the technology department, ECS technology resource management is stretched thin. |
| | Echols County Schools is the only educational institution in the county. There are no pre-schools/daycares in the county. The school is the main employer. The majority of our parents commute 15-30 miles outside of the county to work. ECS has a large migrant and ESOL population. ECS is a high poverty school district. ECS is schoolwide Title I district. |

# 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?** | Inconsistent patterns in students self monitoring. Students need clear academic and behavioral expectations. In light of recent school closures and virtual learning, social emotional needs, and learning loss has become prevalent. Inconsistent use of curriculum maps throughout the system. Pacing guides need revisions. Formative and summative assessments need revision to ensure representation of DOK levels 1-4. Teachers need additional training in DOK levels, Tier 1 and 2 instructional strategies, and classroom management strategies. Leaders need to be more consistent in ensuring implementation with fidelity is occurring across all subject and grade levels. |
| **Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?** | A consistent trend arising from the previous section is a need for curriculum and instruction guidance and support from the LEA. ECS needs to review policy and procedures. |
| **Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?** | Teachers attend evidenced based PL. Monitoring the fidelity of implementation of the PL strategies need to be addressed. The LEA needs a focused data driven PL plan based on the CNA. |

Strengths and Challenges Based on Trends and Patterns

| | |
|---|---|
| **Family and Community Engagement:**Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Multiple opportunities are offered for parent engagement and input. However, attendance is low at parent meetings unless student performances or other student recognition events are attached. Based on parent surveys they feel they do have opportunities to give input and are provided with the district and school documents. Students who chose to participate in virtual learning struggled with consistent communication, and parents were less engaged with their child's progress. ECS is in need of a parent engagement coordinator to devote more time and focus on parent meaningful parent engagement events. |

| | |
|---|---|
| **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? | Extensive support for students is provided by a variety of programs and support staff.<br>Overall stakeholders feel that ECS maintains a safe environment.<br>With an increased emphasis on strengthening and addressing the needs of the whole child and the stress that the pandemic has placed on students and families, additional support is need for social and emotional well-being.<br>Learning loss has occurred with many of our students due to virtual learning options and numerous days missed from school due to quarantines and school closures. |

| | |
|---|---|
| **Demographic and Financial:**Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Echols County is a high poverty county. The majority or residents commute 15-30 miles to work each day. There is very little industry in the county.  ECS has a large migrant and ESOL population. Most families rent or live in mobile houses.<br>Low percentage of post high school education among families. |

| | |
|---|---|
| **Student Achievement:**Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Math  trends indicate low student achievement levels.<br>ELA data indicates student growth, however achievement levels do not meet expectations in most grade levels.<br>Writing appears to be a domain that needs significant improvement.<br>High School science scores are currently trending low.<br>Teachers and leaders need to focus on student data at the domain level. |

IDEA - Special Education

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

| Strengths | The System has not been found disproportionate in discipline or identification of SWD's for the last five years. District Determinations have been 100% for the last 4 years. The district most recent cross functional monitoring stated there were no findings. ECS has a low SPED student to teacher ratio which allows extra support for individual students. ECS SPED graduation typically trends above the state average. The IDEA funds are used to provide individualized, differentiated instruction to improve student achievement and increase Georgia Milestones test scores. SPED teachers are included in PLC's along with classroom teachers. |
|---|---|

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

**Title I - Part A - Improving Academic Achievement of Disadvantaged**

| Strengths | Echols County School district is comprised of two schools: a 9-12 and a PreK - 8 schools. Both schools are schoolwide Title I Schools. ECS consolidates Title IA funds with other federal funds and local funds. The consolidated funds are used to purchase technology and software to use in the classroom to help teachers and students increase academic achievement. In addition, ECS uses the consolidated funds to hire teachers to reduce class size so that teachers are able to incorporate more hands on learning as well as inquiry based learning. ELA data indicates student growth. In most recently available data, High School Biology EOC data is above state level, HS ELA is above the state level, and ECEMS Science/SS EOG data is above state level. |
|---|---|

**Title I - Part A - Improving Academic Achievement of Disadvantaged**

| Challenges | Echols County is in a remote area with a high poverty rate. Reliable and affordable internet service is limited in our county.<br>Due to being understaffed in the technology department, ECS technology resource management is stretched thin.<br>Math trends indicate low student achievement levels. ELA achievement levels do not meet expectations. Writing skills tend to show low performance across all subject areas. |
|---|---|

**Title I, Part A - Foster Care**

| Strengths | Echols County Schools works closely with the local DFCS. ECS does have a Foster Care transportation plan in place. ECS has a foster care liaison on campus. |
|---|---|

| Challenges | Echols County does not have enough foster care parents to house Echols County foster students. Often times students are placed in surrounding counties.<br>Transportation could become a challenge. |
|---|---|

**Title I, Part A - Parent and Family Engagement**

| Strengths | Echols County Schools offer a variety of parent engagement opportunities at various times. EPIC (Echols Parent Involvement Committee) and ECPC (Echols County Parent Connect) meets several times a year to discuss school improvement and parent engagement issues for ECEMS and ECHS. In addition, many other opportunities are offered such as Georgia Literacy Week, Reading with Grands, Muffins for Moms, Doughnuts for Dads, Dr. Suess Week, Apply to College Day, and 9th grade orientation. Parent participation is high for events such as the one listed above, however in 2020-2021 many events were temporarily suspended due to Covid-19. |
|---|---|

| Challenges | Parent attendance at our ECPC and EPIC meetings is low. Echols County Schools has a large Hispanic population. Often times language is a barrier. Echols County parents commute 15-30 miles to work. This makes it hard for them to attend some events. Parent perception for participation is not fully supported by the data. Virtual students and families are difficult to keep engaged. |
|---|---|

**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 | A portion of Title IC funds are consolidated with other federal and local funds. The consolidated funds are used to hire staff to work closely with migrant students. The staff has created positive relationships which helps create a positive learning atmosphere. ECS employs a recruiter that works closely with migrant families to keep them abreast of the child's current educational progress as well as keeping them update with the happenings at ECS. ECS also hires additional staff to work with the OSY and Preschool youth.  The migrant parents are interested in their children's education. The migrant PAC meetings are attended by a number of migrant families. The families provide suggestions and feedback as well as ask questions regarding the migrant program.  Due to the pandemic, the PAC meetings were held virtually in FY 21. When recruiting the ECS migrant staff uses the OSY profile form in determining services and aiding in goal setting for OSY/DO migrant students. This helps the migrant staff to plan lessons to meet the needs of the OSY/DO students.  The form is completed at the time of recruitment and lessons are created based on the needs of the individual upon the COE being approved. |
|---|---|

| Challenges | The biggest challenge is the language barrier. We do have a bilingual SSP, a bilingual recruiter, and a bilingual secretary. However, our administrative staff and our teachers are not bilingual.  This often creates a communication barrier with our parents and our school system. Another challenge is being able to serve the OSY. It is difficult to locate them at home and when we do they are not overly interested in participating in the OSY lessons. Our migrant population and our ESOL population overlap. An academic challenge that our migrant students face in the primary grades is often created by a language barrier. Reading scores trend lower for these students. A small percentage of our migrant population moves during the school year. Missing school days does create an academic challenge. |
|---|---|

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

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

| Strengths | This is not applicable since ECS does not have neglected or delinquent facilities in the district. |
|---|---|

| Challenges | This is not applicable since ECS does not have neglected or delinquent facilities in the district. |
|---|---|

**Title II, Part A - Supporting Effective Instruction**

| Strengths | ECS is fortunate to be within 25 miles Valdosta State University (VSU), the home to one of Georgia's leading colleges of education. Vacancies are advertised on Teach-GA. At this time there are no recruitment needs for leaders. We have experienced turnover in the leadership positions. However, we have had no trouble finding qualified candidates. |
|---|---|
| | We have a few teachers holding leadership degrees. Consolidated funds will be used to provide PL for teachers and leaders to implement best practices to increase student achievement for all learners and content pedagogy. |
| | ECS will be transferring 100% of Title IIA funds into Title V B and then the money will be consolidated with other federal and local funds. |

| Challenges | We had an unusually large turnover in teachers this year. We had an unusually large turnover in teachers and support staff this past school year. While all positions have been replaced at this time, the positions were difficult to fill, and we anticipate difficulty in properly supporting new staff. Echols is a remote area approximately 50 miles from our RESA. We struggle to balance PL with the impact of teacher absences in the classroom. In addition, prospective teachers pass ECS up due to long commutes. Due to lack of local industry, Echols is not able to offer a competitive local supplement for its employees. |
|---|---|

**Language Instruction for English Learners and Immigrant Students**

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

**Language Instruction for English Learners and Immigrant Students**

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

| Strengths | There are several strengths in our ESOL program. One of the strengths includes diverse instruction through Imagine Learning program. This program provides individual lessons that are designed according to the student's proficiency level. In the pull-out model, differentiated instruction is demonstrated in small groups. Cultural awareness is considered when working and communicating with students. Building a positive rapport with students as well as their parents is a primary focus. Collaboration with classroom teachers about student progress and providing appropriate intervention is an integral part of the program. 10% of ESOL students exited in FY21. |
|---|---|

| Challenges | Although several ECS teachers are ESOL endorsed, only three teachers are able to pull-out students and work with them in small groups on language proficiency skills.  Many ESOL students in lower grades struggle with speaking on the ACCESS 2.0 because they are not comfortable speaking into a microphone even after practicing many times. This often reflects in their scores.  Several ESOL students are migrant.  This affects their academic progress as well their language proficiency due to their frequent moves. |
|---|---|

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

| Strengths | Echols County is a family oriented community. In the past, most students that were identified as homeless doubled up with family members or were unaccompanied youth staying with friends or relatives. Procedures are in place to make sure education is not interrupted and the students have what they needs to succeed. In addition, procedures are in place to expedite enrollment for homeless students as well as transportation to school. Echols County teams up with local agencies such Echols County Family Connections to ensure homeless students' basic needs are met. |
|---|---|

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

| Challenges | Echols County does not have motels or homeless shelters in the county. Transportation could become a challenge if homeless students have to move outside of the county. |
|---|---|

**Title I,Part A - Equitable Access to Effective Educators**

| Strengths | Teacher retention rates are normally high at Echols County Schools. In FY 19, ECS retention rate was 93% and in FY20 teacher retention rate was 90%. These high retention rates are currently a trend for ECS. Both ECEMS and ECHS have very few teachers with emergency or provisional certificates. Data shows that in FY 19 and FY 20, ECS had 7% of teachers with emergency or provisional certificates. Both schools since FY 15 to current have had 0 ineffective teachers according to TKES data. In FY19, ECS had 18% and in FY 20 21% inexperienced teachers. |
|---|---|

| Challenges | Echols County is in a remote area with very little tax base. This makes it hard to recruit teachers. When there is a teacher vacancy, often time the applicants are not fully qualified or are inexperienced teachers. The local supplement does not compare to neighboring counties due to the lack of tax revenue which makes it hard for ECS to pull the experienced teachers. It is difficult to find Math and Science teachers in middle school and high school. |
|---|---|

**Title IV, Part A - Student Support and Academic Enrichment**

| Strengths | ECS transfers 100% of Title IV A funds to Title V B and then consolidates the funds with other federal and local money. Through the consolidated funds, ECS is able to increase the impact of our funding across all areas and populations. |
|---|---|

| Challenges | Due to high poverty, transportation for after school initiatives is often an issue. In addition, being a small school and many of our employees having several responsibilities, often times we do not have the manpower to staff creative initiatives. |
|---|---|

**Title V, Part B - Rural Education**

| Strengths | Echols County Schools will consolidate all of Title V B funds with other federal and local funds. The monies will be used to fund initiatives to benefit all students across a variety of areas. |
|---|---|

| Challenges | Due to high poverty, transportation for after school initiatives is often an issue. In addition, being a small school and many of our employees having several responsibilities, often times we do not have the manpower to staff creative initiatives. |
|---|---|

# 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 | Alignment of Curriculum and Instruction |
|---|---|
| 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 | ECS began working on this process several years ago and is continually refining the process. |
|---|---|

**Overarching Need # 2**

| Overarching Need | Decrease the achievement gap between subgroups. |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | No Change |
| Can Root Causes be Identified? | Yes |
| Priority Order | 3 |

| Additional Considerations | |
|---|---|

**Overarching Need # 3**

**Overarching Need # 3**

| Overarching Need | Reduce the number of days teachers are out of the classroom. |
|---|---|
| How severe is the need? | Low |
| Is the need trending better or worse over time? | Better |
| Can Root Causes be Identified? | Yes |
| Priority Order | 4 |

| Additional Considerations | The pandemic year has caused additional strain in this area. Shortage of substituteteachers has also had a negative impact. |
|---|---|

**Overarching Need # 4**

| Overarching Need | Supporting the whole child. |
|---|---|
| How severe is the need? | High |
| Is the need trending better or worse over time? | Worse |
| Can Root Causes be Identified? | Yes |
| Priority Order | 1 |

| Additional Considerations | Due to post pandemic stress, ECS students need additional support in social and emotional well being. |
|---|---|

## 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 - Alignment of Curriculum and Instruction**

**Root Cause # 1**

| Root Causes to be Addressed | Inconsistent use of curriculum maps and pacing guides |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 2**

| Root Causes to be Addressed | Lack of consistent expectation and understanding of curriculum and instructional strategies. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students |

**Root Cause # 2**

| Impacted Programs | Others : Fund 150 |
|---|---|

| Additional Responses | |
|---|---|

**Root Cause # 3**

| Root Causes to be Addressed | Teachers do not see the importance/ teach to appropriate depth, lack of monitoring |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 4**

| Root Causes to be Addressed | Lack of support from LEA, need more PL |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

**Root Cause # 4**

| Additional Responses | |
|---|---|

**Overarching Need - Decrease the achievement gap between subgroups.**

**Root Cause # 1**

| Root Causes to be Addressed | Language development, mobility of students |
|---|---|
| This is a root cause and not a contributing cause or symptom | No |
| This is something we can affect | No |
| Impacted Programs | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 2**

| Root Causes to be Addressed | Understanding of how to identify subgroups and differentiate for them. |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 3**

| Root Causes to be Addressed | Progress monitoring is too subjective |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 4**

| Root Causes to be Addressed | Locally developed and administered by teacher of record |
|---|---|
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
|---|---|

**Root Cause # 5**

| | |
|---|---|
| Root Causes to be Addressed | No state mandated test in K-2 |
| This is a root cause and not a contributing cause or symptom | Yes |
| This is something we can affect | No |
| Impacted Programs | IDEA - Special Education<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| | |
|---|---|
| Additional Responses | |

**Overarching Need - Reduce the number of days teachers are out of the classroom.**

**Root Cause # 1**

| | |
|---|---|
| Root Causes to be Addressed | Off campus professional learning. |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Others : Fund 150 |

| | |
|---|---|
| Additional Responses | |

**Root Cause # 2**

| Root Causes to be Addressed | Too many teacher absences related to sick days. |
| --- | --- |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
| --- | --- |

**Root Cause # 3**

| Root Causes to be Addressed | CTAE teachers program requirements. |
| --- | --- |
| 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<br>School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Others : Fund 150 |

| Additional Responses | |
| --- | --- |

**Overarching Need - Supporting the whole child.**

**Root Cause # 1**

| | |
|---|---|
| Root Causes to be Addressed | Social and Emotional well being due to stress from pandemic and school closures. |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : Fund 150 |

| | |
|---|---|
| Additional Responses | CARES III funds, additional staff |

**Root Cause # 2**

| | |
|---|---|
| Root Causes to be Addressed | Learning loss due to school closure and quarantines. |
| 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<br>Title I - Part A - Improving Academic Achievement of Disadvantaged<br>Title I, Part A - Foster Care Program<br>Title I, Part A - Parent and Family Engagement Program<br>Title I, Part C - Education of Migratory Children<br>Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders<br>Title III - Language Instruction for English Learners and Immigrant Students<br>Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program<br>Others : Fund 150 |

| | |
|---|---|
| Additional Responses | CARES III, Additional staff |

# District Improvement Plan
# 2021 - 2022



# Echols County

**DISTRICT IMPROVEMENT PLAN**

## 1 General Improvement Plan Information

General Improvement Plan Information

| District | Echols County |
|---|---|
| Team Lead | Rebecca Hill |

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

| Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements. | |
|---|---|
| Transfer Title II, Part A to: | Title V, Part B |
| Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s) | 100% |

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

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

DISTRICT IMPROVEMENT PLAN

## 2 ED - Flex Waiver

Do you need a waiver? No

# 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Alignment of Curriculum and Instruction |
|---|---|
| Is Need # 1 also an Equity Gap? | No |
| Root Cause # 1 | Inconsistent use of curriculum maps and pacing guides |
| Root Cause # 2 | Lack of consistent expectation and understanding of curriculum and instructional strategies. |
| Root Cause # 3 | Lack of support from LEA, need more PL |
| Root Cause # 4 | Teachers do not see the importance/ teach to appropriate depth, lack of monitoring |
| Goal | By the end of FY 22, teachers will use a common curriculum framework to ensure alignment of instruction to Georgia Standards of Excellence that supports practice and collaboration among staff in improving achievement. |

**Action Step # 1**

| Action Step | Through collaborative planning in PLC's, review and revise curriculum maps, pacing guides and lesson/unit plans aligned to GSE standards, develop effective teaching strategies, and ensuring the use of non-negotiables in k-12 instruction. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation | attendance at PLC's, completed documents,  sign in sheets, PLC meeting minutes, observations |
| Method for Monitoring Effectiveness | TKES data, student achievement data, observations, work samples |
| Position/Role Responsible | CD, Teachers,<br>School Admin |
| Evidence Based Indicator | Strong |

**Action Step # 1**

| 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)? | RESA |
|---|---|

**Action Step # 2**

| Action Step | Coordinate with RESA to bring in subject area specialist to support instructional best practices throughout the system. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Sign in sheets, PL agendas, contracts with personnel |
| Method for Monitoring Effectiveness | TKES data, student achievement data |
| Position/Role Responsible | CD, Teachers, School Admin |
| Evidence Based Indicator | Strong |

**Action Step # 2**

| 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)? | RESA |
|---|---|

**Action Step # 3**

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

**Action Step # 3**

| | |
|---|---|
| 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)? | RESA |

**Action Step # 4**

| | |
|---|---|
| Action Step | Schedule collaborative vertical team planning with a focus on seamless instruction aligned with the GSE and to ensure use of common academic language. Provide professional learning regarding academic language and vertical planning as necessary. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | sign in sheets, agendas, minutes, awareness walks |
| Method for Monitoring Effectiveness | TKES Data , student achievement data |
| Position/Role Responsible | School Admin |

**Action Step # 4**

| Evidence Based Indicator | Strong |
|---|---|

| Timeline for Implementation | Others : Once a semester |
|---|---|

| Does this action step support the selected equity intervention? | No |
|---|---|

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

**Action Step # 5**

| Action Step | Analyze assessment data to determine assessment strategies appropriate for content through data team meetings. |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | sign  in sheets, agendas, minutes, |
| Method for Monitoring Effectiveness | TKES data, student achievement data |

**Action Step # 5**

| Position/Role Responsible | LEA, School Admin,Teachers |
|---|---|
| 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)? | RESA |
|---|---|

**Action Step # 6**

| Action Step | Host ECPC and EPIC meetings for an understanding of state standards,curriculum,programs, state and local assessments. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | agendas, sign in sheets, presentation materials |

**Action Step # 6**

| Method for Monitoring Effectiveness | parent survey |
|---|---|
| Position/Role Responsible | School Admin Teachers |
| 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)? | Echols Family Connections |
|---|---|

**Action Step # 7**

| Action Step | Updates on Curriculum and Instructional programs at Family Connections meeting |
|---|---|
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | agendas, sign in sheets, presentation materials |

DISTRICT IMPROVEMENT GOALS

**Action Step # 7**

| | |
|---|---|
| Method for Monitoring Effectiveness | survey |
| Position/Role Responsible | School Admin Teachers |
| 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)? | Echols County Family Connections. |

**Action Step # 8**

| | |
|---|---|
| Action Step | Decrease classroom disruptions through the use of alternate behavior education modules. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | usage reports |

**Action Step # 8**

| Method for Monitoring Effectiveness | discipline data |
|---|---|
| Position/Role Responsible | LEA Admins |
| Evidence Based Indicator | Demonstrate a Rationale |

| 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)? | |
|---|---|

**Action Step # 9**

| Action Step | Purchase software programs and technology for core academic teachers to use during instruction to provide hands on and inquiry based lessons to improve student achievement. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |

**Action Step # 9**

| Systems | Coherent Instruction |
|---|---|
| Method for Monitoring Implementation | usage logs, lesson plans |
| Method for Monitoring Effectiveness | student achievement data, TKES data, |
| Position/Role Responsible | Administrators, Teachers |
| Evidence Based Indicator | Demonstrate a Rationale |

| Timeline for Implementation | Yearly |
|---|---|

| Does this action step support the selected equity intervention? | No |
|---|---|

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

## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Decrease the achievement gap between subgroups. |
|---|---|
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | Language development, mobility of students |
| Root Cause # 2 | Locally developed and administered by teacher of record |
| Root Cause # 3 | No state mandated test in K-2 |
| Root Cause # 4 | Progress monitoring is too subjective |
| Root Cause # 5 | Understanding of how to identify subgroups and differentiate for them. |
| Goal | Decrease the achievement gap in proficiency between the lowest and highest performing subgroups by 3% as measured by the Ga Milestones FY 22 |

**Equity Gap**

| Equity Gap | TAPS Distribution |
|---|---|

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

**Action Step # 1**

| Action Step | Group students for individualized instruction and intervention during a scheduled structured intervention/enrichment time in K-5 and intervention time in 6-8. Hire additional staff to provide intervention. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | local data, Lexiles, awareness walks, progress monitoring data, master schedule |
| Method for Monitoring Effectiveness | progress monitoring data, Lexiles, local data, Georgia Milestones, iReady |
| Position/Role Responsible | School Admin<br>Teachers |
| Evidence Based Indicator | Strong |

| 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 # 2**

| | |
|---|---|
| Action Step | Provide professional learning for and ensure differentiated academic instruction that is aligned with GSE.  Hire an academic coach/instructional technology personnel to deliver PL for teachers. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | awareness walks, Admin/Teacher Conferences |
| Method for Monitoring Effectiveness | TKES data, Student achievement data |
| Position/Role Responsible | School Admin<br>Teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| Does this action step support the selected equity intervention? | Yes |

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

**Action Step # 3**

| | |
|---|---|
| Action Step | Provide professional learning for writing in K - 12 and continue establishment of a specialized writing program in k-12. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Professional Capacity |
| Method for Monitoring Implementation | awareness walks, lesson plans, master schedule |
| Method for Monitoring Effectiveness | student achievement data, TKES |
| Position/Role Responsible | Cur. directors<br>Teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Weekly |

| | |
|---|---|
| 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 # 4**

| Action Step | Provide professional learning, and continue the use of evidence based instructional strategies alongside the Wildcats Read initiative to improve student achievement. Purchase additional leveled reader to support the initiative. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction |
| Method for Monitoring Implementation | Awareness walks, lesson plans, |
| Method for Monitoring Effectiveness | TKES data, student achievement data |
| Position/Role Responsible | School Admin<br>Teachers |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Weekly |
|---|---|

| 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)? | RESA |
|---|---|

**Action Step # 5**

| Action Step | An effort will be make to place an ESOL certified/endorsed teacher is placed in each grade level in K-8, and a dedicated ESOL teacher added to the High School Staff. Provide professional learning on best practices for teaching EL students. Reimburse GACE fees for teachers who pass the ESOL test to become ESOL certified. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | English Learners |
| Systems | Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation | personnel assignments, master schedule, |
| Method for Monitoring Effectiveness | student achievement data |
| Position/Role Responsible | School Admin, teachers |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Yearly |
|---|---|

| Does this action step support the selected equity intervention? | No |
|---|---|

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

**Action Step # 6**

| | |
|---|---|
| Action Step | Employ class size reduction teachers so that teachers can implement more hands on and inquiry based learning. |
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership |
| Method for Monitoring Implementation | schedules, lesson plans |
| Method for Monitoring Effectiveness | student achievement data, TKES data, |
| Position/Role Responsible | LEA, School Admin, teachers |
| Evidence Based Indicator | Demonstrate a Rationale |

| | |
|---|---|
| Timeline for Implementation | Others : August; Ongoing |

| | |
|---|---|
| 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 | Contract instructional coaches for job embedded professional development for math and ELA. |
| Funding Sources | Consolidated Funding |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Professional Capacity |
| Method for Monitoring Implementation | timesheets, agenda, sign in sheets, minutes |
| Method for Monitoring Effectiveness | student achievement data, TKES |
| Position/Role Responsible | Curriculum and PL director |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Others : Bi 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)? | |

**Action Step # 8**

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

**Action Step # 9**

| | |
|---|---|
| Action Step | Conduct parent conferences for all students in K-5, and students with failing grades in students in 6-12. Offer parent conferences to all students in 6-12. |
| Funding Sources | N/A |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | sign in sheets, minutes |
| Method for Monitoring Effectiveness | student achievement data, gifted referrals, survey, |
| Position/Role Responsible | Counselors, School Admin, teachers |
| Evidence Based Indicator | Strong |

| | |
|---|---|
| Timeline for Implementation | Others : High School:end of reporting period,  K-8: January, as needed |

| | |
|---|---|
| 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 # 10**

| | |
|---|---|
| Action Step | Provide academic and instructional information at PAC meetings |
| Funding Sources | Title I, Part C <br> Consolidated Funding |
| Subgroups | Migrant |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | PAC agenda, minutes, sign in sheet, |
| Method for Monitoring Effectiveness | survey |
| Position/Role Responsible | MEP contact <br> migrant staff |
| Evidence Based Indicator | Demonstrate a Rationale |

| | |
|---|---|
| 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)? | |

**Action Step # 11**

**Action Step # 11**

| Action Step | ECPC and EPIC meetings to provide academic and instructional family nights. |
|---|---|
| Funding Sources | Title I, Part A |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Family and Community Engagement |
| Method for Monitoring Implementation | agenda, sign in sheets, minutes |
| Method for Monitoring Effectiveness | survey, student achievement data |
| Position/Role Responsible | School admin, Parent Engagement coordinator |
| 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)? | Echols Family Connections provides books, supplies, and other needed items for the family nights. |
|---|---|

**Action Step # 12**

| Action Step | Conduct WIN meetings (TAA) at ECHS. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | agenda, sign in sheets, minutes |
| Method for Monitoring Effectiveness | graduation rate, CCRPI |
| Position/Role Responsible | Counselor, Teachers |
| 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)? | Echols Family Connections, as well as local business partners, support WIN activities through funding and volunteers. |
|---|---|

**Action Step # 13**

| Action Step | Implement student led IEPs. |
|---|---|
| Funding Sources | IDEA |
| Subgroups | Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | agenda, sign in sheet, minutes |
| Method for Monitoring Effectiveness | graduation rate, CCRPI |
| Position/Role Responsible | SPED director, teachers |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Others : Ongoing |
|---|---|

| 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)? | Our students are involved in High School High Tech. They attend field trips and receive information regarding jobs available in the community. They also complete an advanced course of study in the are of Job Readiness Training that is facilitated by Employment Matters of South Georgia. The job and life skills they reinforce with our students increase self confidence with SWD's and help encourage them to be self advocates. Many of our students participate in work-based learning with their assistance. |
|---|---|

**Action Step # 14**

| Action Step | Implement an after school hours program to increase the overall health and well being of students and provide academic tutoring in order to increase student achievement. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged Foster Homeless |

**Action Step # 14**

| Subgroups | English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
|---|---|
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | student health and wellness data, student sign in sheets |
| Method for Monitoring Effectiveness | student achievement, student attendance |
| Position/Role Responsible | Principal |
| Evidence Based Indicator | Demonstrate a Rationale |

| 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)? | Echols County Family Connections (representatives from community including Echols Health Department Nurse. county representative, the Haven, Goodwill, media, Wiregrass), Echols County Recreation Department, ATA- martial arts |
|---|---|

## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Reduce the number of days teachers are out of the classroom. |
|---|---|
| Is Need # 1 also an Equity Gap? | Yes |
| Root Cause # 1 | CTAE teachers program requirements. |
| Root Cause # 2 | Off campus professional learning. |
| Root Cause # 3 | Too many teacher absences related to sick days. |
| Goal | In FY 22, ECS will continue to reduce the number of days that teachers are out of the classroom. |

**Equity Gap**

| Equity Gap | Teacher days absent |
|---|---|

| Content Area(s) | ELA<br>Mathematics<br>Science<br>Social Studies<br>Other : CTAE, Physical Education, Music |
|---|---|
| Grade Level Span(s) | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>12 |
| Subgroup(s) | Economically Disadvantaged<br>Race / Ethnicity / Minority |
| Equity interventions | EI-2 Provide targeted school leader development |

**Action Step # 1**

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

**Action Step # 2**

| | |
|---|---|
| Action Step | Provide professional learning to teacher leaders. Teacher leaders redeliver training on campus. |
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | PL sign in sheets, agendas |
| Method for Monitoring Effectiveness | Monthly teacher attendance reports |
| Position/Role Responsible | Principal, teachers, curriculum directors |
| 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)? | |

**Action Step # 3**

| Action Step | Teacher leaders develop an attendance incentive for all teacher that will provide monthly incentives for attendance. |
|---|---|
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment |
| Method for Monitoring Implementation | incentives guidelines, monthly incentive reports |
| Method for Monitoring Effectiveness | Monthly teacher attendance reports |
| Position/Role Responsible | Prinicipal |
| Evidence Based Indicator | Demonstrate a Rationale |

| 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 # 4**

| | |
|---|---|
| Action Step | Limit the number of approved school/activity days absent with the teachers program of work (CTAE) and create a schedule to minimize absences from instruction time by strategically scheduling planning time for CTAE teacher and monitoring leave times. |
| Funding Sources | N/A |
| Subgroups | N/A |
| Systems | Effective Leadership |
| Method for Monitoring Implementation | 9-12 High School Schedule, Leave request |
| Method for Monitoring Effectiveness | monthly attendance reports |
| Position/Role Responsible | Principal |
| 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)? | |

# 3. DISTRICT IMPROVEMENT GOALS

## 3.4 Overarching Need # 4

Overarching Need

| Overarching Need as identified in CNA Section 3.2 | Supporting the whole child. |
|---|---|
| Is Need # 1 also an Equity Gap? | No |
| Root Cause # 1 | Social and Emotional well being due to stress from pandemic and school closures. |
| Root Cause # 2 | Learning loss due to school closure and quarantines. |
| Goal | By the end of FY 22, students will increase overall health as measured by survey data and number of physical activity hours. |

**Action Step # 1**

| Action Step | Implement an after school program to allow for additional physical activity, counseling and tutoring to benefit the whole child. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | Sign in sheets |
| Method for Monitoring Effectiveness | surveys, milestones data, local assessment data, iReady, Exact Path |
| Position/Role Responsible | Admin |
| Evidence Based Indicator | Strong |

| Timeline for Implementation | Weekly |
|---|---|

**Action Step # 1**

| 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)? | VSU, Behavioral Health |
|---|---|

**Action Step # 2**

| Action Step | Hire additional staff to support afterschool program (counselor, health and well being coach). |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation | contracts, sign in sheets |
| Method for Monitoring Effectiveness | Ga Milestones, iReady, Exact Path, local assessment, surveys |
| Position/Role Responsible | Admin |
| Evidence Based Indicator | Strong |

**Action Step # 2**

| 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 # 3**

| Action Step | Purchase additional physical education equipment and supplies. |
|---|---|
| Funding Sources | Consolidated Funding |
| Subgroups | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems | Coherent Instruction<br>Supportive Learning Environment |
| Method for Monitoring Implementation | purchase orders, requisitions, and packing slips |
| Method for Monitoring Effectiveness | survey data |
| Position/Role Responsible | admin |
| Evidence Based Indicator | Strong |

**Action Step # 3**

| 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)? | |
|---|---|

# 4. REQUIRED QUESTIONS

## 4.1 Stakeholders, Serving Children, 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).** | The Federal Programs director for Echols County Schools leads the process of development for the district improvement plan. Echols County Schools held LEA core team meetings that consisted of Superintendent, Counselors, Technology Director, Federal Programs Directors, SPED director, and school principals to complete District Comprehensive Needs Assessment. Input was sought from parents, teachers, and community stakeholders through EPIC and ECPC parent meetings. School Principals held meetings with their faculty and staff to seek input from them. The plan was shared with stakeholders at the Family Connections meeting. All parents were invited through email notification and notification on the School signs to attend a parent meeting to discuss the District CNA. The District CNA was shared with the school board at a monthly meeting. The district CNA was uploaded on the school website for public review.<br>100% of Title IIA and Title IVA funds are transferred in To Title VB. Title VB funds are then consolidated with other federal and local monies to fund initiatives. |

**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**<br>**2. out-of-field teachers**<br>**3. inexperienced teachers**<br><br>**(Please specifically address all three variables)** | Echols County has a strategic waiver for certification. However, certification is not waived for Special Education teachers. All teachers employed by ECS have a clearance certificate. In addition, it is the intention of Echols County to have all teachers and Paraprofessionals PQ. Personnel Certification is monitored by checking CPI and Certification Data to insure teachers remain PQ. Title I schools are monitored to ensure students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Principals monitor Student Growth Percentiles (SGP) and student achievement data to check for teacher effectiveness. Students are not paired with a non-effective teacher for two consecutive years. LEA will disburse 20 Day Notification to students whose teacher does not meet Echols County's Professional Qualification Requirements. Parents' Right to Know Notification will be sent home to parents through the student handbook and with the beginning of the school year paperwork. The noticed will also be posted on the District and School Websites. |

**Professional Growth Systems**

| | |
|---|---|
| Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; andwhat measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. | The district uses GA Milestones data, TKES data, as well as perception data collected through surveys to plan for Professional Learning. PLC's will be restructured in to focus on curriculum and instruction. K-8 teachers are provided with collaborative planning time. 9-12 teachers have an hour after school each day for collaborative planning. The district will use Consolidated funds and local funds to ensure resources are available so that the professional learning can be sustained, ongoing, and job embedded. The district will use Consolidated funds, local funds, and ESSER funds to contract with instructional coaches to provide job embedded professional learning. Echols County School district relies on the local RESA for Professional Learning. Teachers attend professional learning sessions at RESA in addition to on site training by RESA staff. System administrators attend job like consortium meetings to stay abreast of changes and best practices at RESA and attend regional directors meetings. Program directors have been trained and are provided with technical assistance from area specialist regarding fiscal responsibility and resource management. Echols County School District provides evidence- based professional development that aligns with ESSA's new definition of professional development. Prior to scheduling professional development, the professional development coordinator collects documentation that the professional development is evidence based. The evidence is printed and kept on file in the professional development director's office. Echols County faculty must complete a rubric and evaluation that show the effectiveness of the professional development. School administrators monitor lesson plans and instruction to ensure implementation of practices acquired from professional development. Ga Milestones data, formative and summative test data, benchmark test data are analyzed to determine student academic needs and progress.<br>Due to Echols County Schools' large ESOL population, we are encouraging teachers to become ESOL endorsed. We are providing professional learning opportunities that focus on ESOL strategies.<br>In addition, ECS has a mentor/mentee program for all newly hired faculty. Each new faculty member is paired with a veteran member to assist them in answering questions and providing them with support. The administration will meet with new faculty monthly to check in and discuss needs, concerns and ideas. |

**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:**<br>**1. for all teachers (except Special Education service areas in alignment with the student's IEP), or**<br>**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).**<br><br>**[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)]** | Echols County Schools intends to waive certification for all teachers for which it is permitted. |

**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)]** | For all content/service areas and grade level bans, Echols County Schools search for teachers that are Georgia PSC certified. The following are the minimum requirements that Echols County School district adheres to when hiring teachers:<br>1. Clearance Certificate<br>2. 4 year college degree<br>3. If not PSC certified, then the candidate must be eligible for a provisional certificate at the request of the local system. |

**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.** | The Echols County School district does not have any state and/or federally-identified schools needing support. In FY 22, 100% of Title IIA funds are transferred to Title VB. |

**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.** | Echols County High School CTAE Department offers 6 pathways in five program areas. Upon completion of a pathway, students complete an End of Pathway Assessment to earn industry-recognized credentials. Echols County High School offers juniors and seniors opportunities to participate in Work-Based Learning through Internships, Apprenticeships, Cooperative Work Experience, and Employability Skills Development (ESD) placements. Most students are placed in jobs according to their career goal and their classroom experience; however, a small number of students are categorized as ESD. Students work closely with mentors and supervisors at the job placement site in order to gain knowledge and skills to prepare them for their chosen career pathway. The Work-Based Learning coordinator works closely with students to prepare them for the workplace and helps enhance and improve their work ethics and soft skills for the job placement.<br><br>ECS special education department collaborates with Vocational Rehab via Employment Matters of South Georgia to assist students with disabilities with transition plans and employment opportunities.<br>Echols County Elementary School offers career pathway exploration for all students in kindergarten through fifth grade. Students are presented with different career clusters based on grade level through their keyboarding exploratory class. Students are exposed to traditional and nontraditional career options. This opportunity allows students to better understand their own interests and which career field(s) are of interest to them. These activities help better prepare students for more specific pathway/career opportunities that are presented in middle and high school. |

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

## 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 to High-<br>● Middle school counselor and teachers conduct career planning sessions with students during the school year.<br>● Career inventories and other activities are presented to students to help them map out their career goals, which include pursuing the postsecondary education that is necessary for their careers.<br>● High school counselor meets with 8th graders and parents to set up individual graduation plans, discussing transition into high school and scheduling appropriate classes. 9th grade orientation meetings are during the school day and at night to accommodate parents.<br><br>From High school to Post Secondary Education.<br>● Apply to College/College Goal Day-seniors and their parents work on college applications and financial aid paperwork in lab with help from community volunteers and college representatives<br>● Career Fair-guest speakers from local businesses and Post Secondary Educational Institutions to explore area opportunities<br>● PROBE Fair- juniors and seniors are encouraged to visit with college admission reps in a fair setting, usually held at Lowndes or Valdosta<br>● Field Trips to Wiregrass Ga. Technical College, Valdosta State University, Georgia Military College, and South Ga State College Entry Program<br>● Accuplacer, ACT, SAT tests are given on campus to students so that transportation is not a problem<br>● Dual Enrollment classes are offered on campus, online and off campus according to each student's needs.  Classes are offered as early as 10th grade to students who qualify.<br>● Guest speakers visit schools for classroom presentations about their Post Secondary Education Institutions.<br>● Military administers ASVAB on campus and guest speakers present scholarship/compensation information to classes.<br>● Vocation Rehab works with ECS Special Education transition coach to help students explore opportunities.<br>● Work Based Learning program allows students to work in the community for classroom credits.  Students have access to various on the job training while they attend high school. |
|---|---|

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

**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. | Both Echols County Elementary and Middle School and Echols County High School are School wide Schools. We do not have target assistance schools. |
|---|---|

**Title I, Part A – Instructional Programs**

| Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children. | Echols County School District is made up of two schools, Echols County Elementary/Middle School and Echols County High School. Both schools are Title I schoolwide schools. In elementary, we use paraprofessionals to reduce class size. The teachers and the paraprofessionals work closely together. This allows small groups and enables more hands on and inquiry based learning. In 6 - 8, class size reduction teachers are hired in each grade level. This allow for the class size to be smaller, giving the students more opportunities for small group, hands on learning and inquiry based instruction. In 9-12, class size reduction teachers are hired based on total enrollment and class size. Smaller class sizes will allow for student to receive smaller group instruction, |
|---|---|

**Title I, Part A – Instructional Programs**

| | |
|---|---|
| | participate in hands on learning and experience inquiry based instruction.  In addition to smaller class sizes, ECS purchases educational software programs and technology so that teachers can  implement technology into their instruction. The software and technology purchased are used by teachers to enhance the learning experience through hands on and inquiry based learning. Echols County Schools intends to consolidate Title IA funds with other federal and local funds.<br>Echols County School District does not have any targeted assistance schools nor does ECS have institutions for neglected or delinquent children in the service area. |

# 4. REQUIRED QUESTIONS

## 4.4 Title I Part C

Required Questions

**Title I, Part C – Migrant Intrastate and Interstate Coordination**

| Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX). | At the beginning of each school year and upon enrollment each parent has to complete the Title IC Occupational survey. This helps ECS migrant staff to identify possible eligible migrant students. ECS migrant staff and registrar will ensure that ECS migrant student records are updated in MSIX so when students transfer to another school district the information is readily available. In addition, the registrar will transfer any records including health records requested by school districts and/or families in a timely manner so that the amount of educational time missed is minimized. ECS migrant staff as well as the registrar have access to MSIX to gain student records as quickly as possible so that the students are placed in an appropriate grade level or course. In addition, ECS migrant staff updates student information on MSIX for ECS migrant students departing ECS as soon as the registrar provides the Migrant Staff with the information. |
|---|---|

**Title I, Part C – Migrant Supplemental Support Services**

| 1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)<br>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these | ECS migrant staff tutors all eligible 3 and 4 year old migrant youth, that do not attend ECS PreK, in the students home 1 to 2 times weekly throughout the year. The migrant staff develops lessons that promote school readiness. The students are pretested and post tested to determine the effectiveness of the program as well as the growth of the students.<br><br>ECS migrant staff offers OSY students with opportunities to learn the English Language as well as other areas of interest to the OSY. ECS migrant staff provide OSY with Ipods containing English lessons to help with English Acquisition skills.<br><br>ECS migrant staff encourages drop outs to obtain their GED. Information is gathered and shared with the drop outs regarding GED classes offered in the area. In addition, migrant staff provides tutoring when needed.<br><br>ECS migrant staff communicates with migrant families regarding resources available in the community such as health department services, migrant clinic services, Department of Family and Children Services, and East Coast Migrant. Echols County Schools use Title IC migrant funds to pay for medical needs such as vaccinations or glasses (when other community support is unavailable) when families are unable to pay to limit as much missed school time as |
|---|---|

**Title I, Part C – Migrant Supplemental Support Services**

| | |
|---|---|
| **vulnerable populations receive appropriate non-academic support services.)** | possible. |

# 4. REQUIRED QUESTIONS

## 4.5 IDEA

Required Questions

**IDEA Performance Goals:**

| Describe how the district will meet the following IDEA performance goals:<br>**IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.**<br>**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?**<br>**Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity** | Improving and maintaining a high graduation rate for all students is a priority for Echols County Schools, and the entire community. Our overall graduation rate has improved greatly over the last 4-6 years. Since 2015 the overall graduation rate for all students has been over 90%. In 2014 the graduation rate was 70.20%. The percentage for students with disabilities has not been as successful, however our system leadership and staff are committed to improving graduation rates for ALL students. One of the challenges for meeting this goal is our small student population, and the high percentage each student counts as in the formula. Our system wide average number of SWD's is approximately sixty students, and our high school SWD population hovers around ten to twenty students. In 2018 our SWD graduation rate was calculated based on two students. One student remained active at the end of the year and one graduated. The calculated rate became 50% based on the outcomes of two students. In 2019 we graduated 100% of our students with disabilities, including the student who remained for a 5thyear from 2018. In 2020 we had three students with disabilities, 2 graduated and 1 enrolled with us August of 2019, and left within a few months as a drop out.<br>Each cohort of students at the high school is tracked closely by the high school administration. The principal maintains an electronic data form of each cohort, and students who withdraw, enroll, transfer, or stop attending school are identified and accounted for by the student information clerk. Any student that begins to get off track with the requirements for graduation is identified by the counselor, and appropriate teachers and staff are made aware in an effort to get the student back on track. This data form has been critical for accurately tracking students, and keeping them up with their cohorts. The case manager for each student with a disability continually meets with the guidance counselor to monitor the graduation path of their students. In addition, the case manager meets with students on their case load individually at least once a month to discuss grade and school attendance.<br>ECHS has implemented a teacher mentor program called W.I.N. (Wildcats in Navigation) Each group is 10-12 students on average, and this provides an extra layer of individualized interest in each students progress toward on time graduation. Many times, single subjects such as mathematics have stood in the way of on time graduation, and as a result ECS has implemented the Alternative Math Sequence for our students when applicable to their needs. The high school case managers look at the individual needs of their students at each annual review and ensure this option is sufficiently explored and the implications are explained thoroughly to the students and the parents.<br>An effort has been made to consistently offer a transition/study skills/intervention class for our 9-12 students on the master schedule. Arrangement of schedules and staff support in needed classes is worked out |

**IDEA Performance Goals:**

| | |
|---|---|
| | carefully between the counselor and SPED department. We have two certified special education teachers at the high school. While each of them is responsible for developing student transition plans, one of them is assigned to oversee transition, and participate in professional learning. (Redelivering when applicable)<br>They work closely with the principal and counselor to ensure SWD's have appropriate scheduling to help them graduate on time.<br>Echols County uses Voc. Rehab as a resource when needed for student transition goals. ECS plans on using virtual job shadow, as a career exploration and planning tool in the coming school year. This resource is provided by Vocational Rehab. This online tool provides flexibility in our unique student schedule. In the past, Voc. Rehab has been able to facilitate job placement for all seniors desiring employment. Vocational rehab offers our students job skills and opportunities they may not have otherwise.<br>Beginning in the 9thand 10thgrade, IEP case managers begin sharing with parents the opportunities Voc. Rehab can bring for their child. This information is covered in the IEP meeting. Parents of older HS students are invited to meet with Voc. Rehab during the IEP meeting, provided the parents give permission to include an outside organization at the IEP.<br>In an effort to improve parent and student participation in decision making, ECS is continuing develop the ASPIRE program. This is currently known as Student Lead IEP. ECS began implementation in FY18 on a limited basis. We designated a HS SPED teacher to attend informational meetings at our RESA, and redeliver information to the Special Ed Staff in our SPED staff meetings. At the start of the school year specific expectations and evaluation of Student Lead IEPS will be discussed with the SPED staff. This program will help ensure student and parent engagement to meet the needs of our students. All of our Special Ed teachers have participated with ASPIRE on a limited basis system wide. New teachers in 2021 will be trained in what ASPIRE is and how to implement it. We utilize the regional RESA for PL on ASPIRE. The IDEA funds are used to provide individualized, differentiated instruction to improve student achievement and increase<br>Georgia Milestones test scores. Post secondary data and trends are difficult to guide for our system due to the small number of SWD graduates each year. A typical Senior class will have 2-4 SWD's. In 2019-2020 we graduated 2 SWD's, and 1 in 2020-2021. Since 2017 we have struggled to meet the state average on 14A, but have been able to consistently meet 14B, and get mixed results on 14C. With the increase in opportunities for our students to enroll in technical/college classes through "Move On When Ready", we are encouraging our SWD students to remain enrolled in Post-School education after graduation. |

**IDEA Performance Goals:**

| Describe how the district will meet the following IDEA performance goals:<br>**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** | ECS has updated and revised our Child Find procedures to improve services for young children. Child Find is mandated by special education law. It is a process that is used to identify, locate, and evaluate all children, birth through twenty-one, in the system who are suspected of having disabilities which may result in a need for special education and related services. When a child who is birth through age three suspected of having disabilities is identified through any Child Find activities (e.g. parent-teacher conference, community referral, migrant program), the Special Education Director can be notified to provide assistance with BCW procedures. The Director of Special Education maintains annual notification in the following print and electronic resources: To ensure that students who may need special education and related services are identified and evaluated, notices are printed in the local newspaper and school newsletter annually. ECS provides information to doctor's offices, health departments, local convenient stores, courthouse, Department of Family and Children Services, and on the schools' website. ECS administrators and program directors are all active members of Echols County Family Connections, which serves as another avenue for Child Find activities as all major agencies in the community and parents are members. ECS works in conjunction with the Babies Can't Wait Early Intervention program to identify and evaluate children transitioning from early intervention services to the school system prior to their third birthday. In addition, as appropriate, information is provided to private schools annually regarding services for students with disabilities who may be enrolled in their school. When evaluating for BCW, the preschool language scale assessment (PLS-5) is utilized. ECS has established evidence-based Interventions to meet the academic and behavioral intervention needs of students. ECS staff that works with this population of parents and students includes our OT, PT, Speech Pathologist, School Psychologist, Pre School staff, and several teachers certified in Special Education.<br><br>There currently are no other service options available within our county. ECS will work with any private or head start services that may be established in the future. Due to our close proximity to the Georgia/Florida border, ECS has established a Memorandum of agreement with the East Coast Migrant Head Start Project. The purpose of the agreement is to continue to enhance the working relationship between our agencies in a joint effort towards the identification, referral, and delivery of special education services to preschoolers and their families when they reside in Echols County and utilize the ECMHSP center in Florida. This agreement is reviewed and updated annually.  ECS Migrant Education Program employs both a migrant recruiter and preschool migrant SSP who are able to assist in the identification and referral of possible SWD's in our district. The MEP and SPED Directors at our district meet to discuss any possible needs for migrant preschool students. The MEP head start program in a neighboring county serves our students and ECS works with them to improve services for children. ECS relationship with Babies Can't Wait continues to be effective in improving the services for young children. ECS provides information in the newspaper, at local stores, public buildings, parent meetings, school website, handbook, and pediatrician offices. |
|---|---|

**IDEA Performance Goals:**

| | Professional learning is ongoing throughout the year with school administrators, grade level teams, and special education teachers. If documentation shows that a school is in need of technical assistance additional training is provided. Additional PL is in place to develop school level specialists in the area of autism due to an increase in the number of children requiring services in this area. For FY22, several teachers are participating in a Registered Behavior Technician Course. The successful completion of this course will open up the possibility to support one or more of them as a Registered Behavior Technician in the future. Paraprofessional staff participate in online professional learning conducted through the ParaEducator Master Teacher program. They also attend specialized professional development when appropriate to their area (ie. Mindset/Restraint training, Emory Autism training, Etc). The speech – language pathologist has participated in state and RESA offerings on autism. Activities include Georgia Early Learning & Development, and Inclusive Early Intervention for Learners with Autism. Technical assistance and monitoring by the SPED director occur throughout the school year. The Special Ed director meets with the special education staff for PL, Technical assistance, and ongoing review of state and local policies practices and procedures. Due to our small student population size, we do not offer a separate Pre-K environment for students with disabilities. We serve these students within the regular Pre-K classroom environment. We typically have 1-3 students annually with an IEP in Pre-K. This is a factor in our fluctuating Pre School Outcome data. This causes our system to typically meet the state target for summary statement # 1 in all three areas, however our student's severity in their disability categories typically keep them from meeting the criteria for summary statement #2. |
|---|---|

| 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 | Each child with a disability who is eligible for special education and related services has an IEP that is developed and revised in accordance with the law. Our procedures do not allow for "copying" IEPs from year to year. Teachers have attended PL on the development of appropriate IEP's. The Special Ed Director lead the special education staff through the DOE provided PL Series "Guide to Writing IEPs. " Our transition coach ensures that each IEP has an appropriate transition plan included as needed. We work with Vocational Rehab and other community resources when necessary to make our transition plans even more meaningful. Least restrictive environment (LRE) is ensured and addressed in the IEP. Through the use of a variety of instructional approaches, our students are consistently in the regular classroom at rates much higher than the state averages/goal (Over 90% the last three years on the SEA report). With the implementation of a scheduled intervention time for all grades K-8 next year, we will be able to pull our students into small groups to work on IEP goals during that time rather than pulling them from regular classroom instruction. In determining least restrictive environment the IEP committee will meet |
|---|---|

**IDEA Performance Goals:**

| | |
|---|---|
| | annually and determine placement using the following decision-making process: Document current levels of performance. Develop Student IEP Goals. Determine whether the goal can get taught in the general education class: with accommodations and modifications; with personnel supports. Determine the alternative placement where those goals that cannot be taught in a general classroom can be taught. Determine additional settings or activities that will provide opportunities for interaction with nondisabled peers. Determine placement in the LRE. Evaluate the student's performance on goals and objectives.<br><br>Professional learning is ongoing throughout the year with school administrators, SST teams, and special education teachers. Administrators are provided professional learning at principals' meetings and RTI teams are also trained. The special ed director meets with the special education staff monthly at a minimum to provide T.A., state and federal updates, and professional learning. If documentation shows that a school is in need of technical assistance additional training is provided. All children with disabilities between the ages of 3 through 21 who are residing in Echols County are entitled to a free appropriate public education (FAPE), including children with disabilities who have been suspended or expelled from school. If a student is receiving special education services upon reaching age 22, Echols County Schools will serve the student until the end of the school year in which the student turns 22. It is the goal of Echols County Schools to secure the successful transition of students to their desired post-school outcomes and will collaborate to complete that transition by age 22. The adult student and parents should be notified that no individual entitlement to FAPE or other rights under IDEA are afforded the adult student after age 22. Procedural safeguards and compliance are monitored on a continual basis. Updates and technical assistance is provided at all levels. Staff participates in professional learning activities directly related to areas of need for our students. Since we are a very small system with limited resources, our PL must be data driven and redelivered to build professional capacity. Regular and SPED teachers have collaborative planning times to ensure student needs can be met. Fiscal resources are carefully managed to ensure opportunities for individualized instruction in all areas for all student needs. The Director of Special Education maintains annual notification in the following print and electronic resources: To ensure that students who may need special education and related services are identified and evaluated, notices are printed in the local newspaper and school newsletter annually. ECS provides information to doctor's offices, health departments, local convenient stores, courthouse, Department of Family and Children Services, and on the schools' website. ECS administrators and program directors are all active members of Echols County Family Connections, which serves as another avenue for Child Find activities as all major agencies in the community and parents are members. ECS works in conjunction with the Babies Can't Wait Early Intervention program to identify and evaluate children transitioning from early intervention services to the school system prior to their third birthday.<br>Echols county schools was offered in person school for the 2020-2021 school |

**IDEA Performance Goals:**

<table>
<tr>
<td></td>
<td>year. A Virtual learning option was available to any student or family to enroll in. Distance Learning Plans were developed for any SWD who elected the virtual option. A small number of students with IEPs did select the virtual option. Many of them came back in the middle of the school year. Each case manager remained in contact with these students throughout the week and monitored their progress. In addition, a dedicated special ed teacher was assigned as the virtual coordinator. Only a handful of students remained online in the spring. Students who fell behind due to lack of engagement or difficulty with online platforms were invited to participate in a summer program to recover any lost credits.</td>
</tr>
</table>

<table>
<tr>
<td>Describe how the district will meet the following IDEA performance goals:<br>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.<br>How procedures and practices are implemented in your district to ensure overall compliance?<br>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</td>
<td>Procedural safeguards and compliance are monitored on a continual basis. The Special Education procedure manual is reviewed with the Special Ed Staff each school year. The Special Education Director for the Echols County School System attends the Georgia Department of Education Data Collections Conference and the summer Federal Programs conference each year when offered. He regularly attends monthly Special Education Director's Consortia Collaborative communities' meetings at South Georgia GLRS, remains active in GCASE meetings, and listens to the SPED Director Webinars and conference calls. The Sped Director attended SELDA for the two consecutive years allowed by the DOE. The SPED director is continually seeking ways to improve and to ensure record keeping and procedural safeguards are followed according to Federal Requirements. Staff is provided technical assistance through monthly meetings, emails, conferences, and GLRS. Reviews of policies and procedures is ongoing. Echols County Schools currently employs 7 special education teachers, and the Special Ed director is able to meet with them face to face<br>Monthly, and as needed throughout each week. The Special Ed director makes an effort to check in with each of the teachers daily if possible. At this time pertinent updates from the DOE and RESA are redelivered to the staff. The System has not been found disproportionate in discipline or identification of SWD's for the last five years. District Determinations have been 100% for the last 4 years. The district most recent cross functional monitoring stated there were no findings. In preparation for the next round of monitoring, policies and procedures are being reviewed and revised for compliance, working in conjunction with other federal programs helps ensure consistency among the programs.<br>An overall calendar of proposed dates and timelines is presented to the staff at the beginning of each school year. This contains annual review dates, eligibility timelines, etc. A procedure is in place to monitor timely and accurate data submission and compliance. When permission to test is received by the special ed office, the date is documented and a 60 day timeline date is created and recorded. The outcome of the referral is recorded after the eligibility meeting. This is reviewed and maintained by the special ed director. The Special Ed director is able to attend many of the IEP meetings and offers technical assistance in response to any issues that may arise. The Special Ed director</td>
</tr>
</table>

**IDEA Performance Goals:**

| | reviews IEPS and progress monitoring data throughout the year with the Special Ed staff. Technical assistance or feedback is provided to the case manager when needed. This is a continual monitoring of checks and balances in our department as well as at the district level. |
|---|---|

# 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

Required Questions

**Title IV, Part A – Activities and Programming**

| Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:<br>1.  In support of well-rounded educational opportunities, if applicablebrul<br>2.  Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need  and action step<br>3.  In support of safe and healthy students, if applicable<br>ul<br>4.  Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need  and action step<br>5.  In support of the effective use of technology, if applicable<br>ul<br>6.  Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need  and action step | Title IV A funds will be transferred to Title V B and then consolidated with other federal and local funds. The monies will be used to implement programs identified in the school improvement plans. |
|---|---|

**Title IV, Part A – Ongoing Consultation and Progress Monitoring**

**Title IV, Part A – Ongoing Consultation and Progress Monitoring**

| | |
|---|---|
| **Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.** | The LEA meets with parents through ECPC and EPIC meetings four times a year. In addition, the LEA meets with community members at the Family Connections Collaborative 6 times a year. Faculty meetings are held at least monthly. In addition, the migrant program host three parent advisory committee meetings a year. The Tile III program hosts a family night annually. The LEA administrative team meets at least monthly. In these meetings Title IV, Part A updates and progress will be shared and input on the programs will be obtained from various stakeholders. |

# 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** | 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.** | Based on available data, ECS has not reduced the gap among the lowest performing subgroup by 3%. However, ECS strongly believe that the current interventions are working. The preliminary FY 19 Georgia Milestones scores show an overall increase.  Once we have the subgroup information from those scores, we will revisit to determine how the gaps have changed.  ECS implemented the FY 19 LEA Equity Plan successfully. The school system has been dedicated to improve curriculum and instruction through developing common curriculum pacing guides and assessments as well a provide PL on best practices. ECEMS provided a dedicated intervention/enrichment time for all students.  In addition, ECS contracted instructional coaches to support the teachers in their efforts. |

| | |
|---|---|
| **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** | Teacher Attendance: 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.** | Due to the pandemic causing teachers to be quarantined, it is unclear if our interventions were successful in FY 21. In previous years, data has shown that the interventions were successful. The trend for teacher attendance has shown small decline in absences.  ECS provided incentives for teachers who do not miss days monthly. ECS monitored professional days so that the days out of the classroom were minimized. ECHS scheduled classes so that CTAE teachers would miss the least amount of instruction possible when attending events associated with CTAE programs.  The CTAE director works closely with CTAE teachers to minimize the number of days missed due to program competitions and requirements. |

# 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. |