



Comprehensive Needs Assessment 2022 - 2023 District Report



Chickamauga City

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	Melody Day/Stacy McDaniel
Multiple Program(s)	Federal Programs Director	Stacy McDaniel
Multiple Program(s)	Curriculum Director	Kristen Bradley
Multiple Program(s)	School Leader (#1)	Michael Langston
Multiple Program(s)	School Leader (#2)	Scott Sizemore
Multiple Program(s)	Teacher Representative (#1)	Kevin McElhaney
Multiple Program(s)	Teacher Representative (#2)	Ramey Warren
McKinney-Vento Homeless	Homeless Liaison	Stacy McDaniel
Neglected and Delinquent	N&D Coordinator	n/a
Rural	REAP Coordinator	n/a
Special Education	Special Education Director	Stacy McDaniel
Title I, Part A	Title I, Part A Director	Stacy McDaniel
Title I, Part A	Family Engagement Coordinator	Stacy McDaniel
Title I, Part A - Foster Care	Foster Care Point of Contact	Stephanie Fitzpatrick
Title II, Part A	Title II, Part A Coordinator	Kristen Bradley
Title III	Title III Director	Angela Elliott
Title IV, Part A	Title IV, Part A Director	Stacy McDaniel
Title I, Part C	Migrant Coordinator	Stacy McDaniel

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Stacy McDaniel
Multiple Program(s)	Testing Director	Angela Elliott
Multiple Program(s)	Finance Director	Diane Miller
Multiple Program(s)	Other Federal Programs Coordinators	n/a
Multiple Program(s)	CTAE Coordinator	Becky Bailey
Multiple Program(s)	Student Support Personnel	Tina Heiden

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Jeff Sikes, Mindy Poindexter, Mandy Sturdivant
Multiple Program(s)	High School Counselor / Academic Counselor	Kristy Montieth
Multiple Program(s)	Early Childhood or Head Start Coordinator	n/a
Multiple Program(s)	Teacher Representatives	Chris King
Multiple Program(s)	ESOL Teacher	Stacey Blaylock
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	n/a
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	n/a
21st CCLC	21st CCLC Site Coordinator or Data Specialist	n/a
Migrant	Preschool Teacher	n/a
Special Education	Student Success Coach (SSIP)	n/a
Title II, Part A	Human Resources Director	Amy Phillips
Title II, Part A	Principal Supervisors	n/a
Title II, Part A	Professional Learning Coordinators	Kristen Bradley
Title II, Part A	Bilingual Parent Liaisons	n/a
Title II, Part A	Professional Organizations	n/a
Title II, Part A	Civil Rights Organizations	n/a
Title II, Part A	Board of Education Members	Corky Jewell
Title II, Part A	Local Elected/Government Officials	n/a
Title II, Part A	The General Public	n/a
Title III	Refugee Support Service Staff	n/a
Title III	Community Adult ESOL Providers	n/a
Title III	Representatives from Businesses Employing Non-English Speakers	n/a
Title IV, Part A	Media Specialists/Librarians	Marie Sikes
Title IV, Part A	Technology Experts	Wes Brown
Title IV, Part A	Faith-Based Community Leaders	Michael Savage, Zach Fitzpatrick

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)	Brooklyn Hudson, Reagan Beagles, Andrew Sizemore
Multiple Program(s)	Private School Officials	n/a
Migrant	Out-of-School Youth and/or Drop-outs	n/a
Title I, Part A	Parent Representatives of Title I Students	Kelsi Edmondson
Title I, Part A - Foster Care	Local DFCS Contacts	Teresa Hughes
Title II, Part A	Principals	Jeff Sikes, Michael Langston, Scott Sizemore
Title II, Part A	Teachers	Kim Towns, Heather Solmon, Rachel Eldridge, Chris King
Title II, Part A	Paraprofessionals	Lisa Crowley, Pam Holcomb, Christy Akins
Title II, Part A	Specialized Instructional Support Personnel	Tina Heiden, Stacey Blaylock, Alisa Bradford, Julie Tyler
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Jeff Beagles, Harry Kythas, Terry O'Neal, Tyler Maynor
Title I, Part A	Parents of English Learners	Varshaben Chaudhari

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Karen Faircloth
Multiple Program(s)	Technical, College, or University Personnel	Leann Pettigrew
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Ronald Ramsey, Kristy Robertson, Danielle Carswell, Butch Genter, Mary Ellis, Shea Beagles, Sam Talley, Laura Horne
21st CCLC	21st CCLC Advisory Council Members	n/a
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	n/a
Migrant	Migrant PAC Members	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	n/a
Migrant	Family Connection Representatives	Stephanie Fitzpatrick
Migrant	Local Migrant Workers or Migrant Community Leaders	n/a
Migrant	Farm Worker Health Personnel	n/a
Migrant	Food Bank Representatives	n/a
Migrant	Boys and Girls Club Representatives	n/a
Migrant	Local Health Department Representatives	n/a
Migrant	ABAC MEP Consortium Staff	n/a
Migrant	Migrant High School Equivalence Program / GED Representatives	n/a
Migrant	College Assistance Migrant Programs	n/a
Neglected and Delinquent	Residential Facility(ies) Director(s)	n/a
Special Education	Parents of a Student with Disabilities	Priscilla Leonard
Special Education	Parent Mentors	Jennifer Gasaway
Title II, Part A	School Council Members	Jennifer Johnston, Sandra Heming, Teresa Guffey, Todd Schrader, David Wilson

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	All district and school administrators along with multiple teachers and support staff from each school participated in the CNA process. Every effort was made to include parents, community members, and students who would be comfortable contributing. We chose a variety of participants-some graduates of the system, some not; some with children or grandchildren currently enrolled and some not. We chose participants from a variety of backgrounds (education, socioeconomic, ages) and included parents of gifted, special education, Title I, ESOL, and dual enrollment students to ensure all programs would be represented.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholder involvement is an integral part of the CNA process. Several methods are used to gather stakeholder input. Stakeholders can give feedback through school level and district level meetings, online surveys, and email. In addition, administrators have open door policies. Administrators, staff, students, parents, and community members engage in open communication throughout this process.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

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

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals

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

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

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

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers

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

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Parent, Teacher, and Student Needs Assessment Surveys, Teacher Professional Learning Evaluations</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>The Chickamauga City School District is a data driven organization. We analyze data and monitor progress in all aspects of operation. We value feedback from stakeholders and frequently send surveys to parents, teachers, staff, community members, and even students about their thoughts on how we can improve the schools. During the 2021-2022 school year, the district underwent COGNIA monitoring and Cross Functional Federal Programs Monitoring. Based on the results of these processes, we were able to gain valuable insight into our strengths and areas of concern. After reviewing all of the reports, data, and stakeholder discussions, several areas of emphasis surfaced. 1. Exposing students to more STEM/STEAM activities, robotics and coding, and working on creating a STEM club in the middle school and continuing to make more progress in our STEM/STEAM efforts at the elementary school. 2. Continue using formative assessments and analyzing the data in order to individualize instruction for all students. 3. Continue using flexible class groupings of students that would allow for differentiation. 4. Continue to add advanced classes to provide opportunities for increased rigor and enrichment. 5. Hold students, teachers, and parents accountable for high standards and expectations. 6. Continue collaboration, analysis of data and fine tuning our professional learning communities. The teachers also shared their opinions on needs concerning technology. We have a system internal policy that technology be utilized in every unit of study. Teachers have learned more and utilized technology more during the past 2 school years than ever before. Of course, COVID-19 required them to become totally immersed in virtual lessons and they have done a great job. Many of the teachers continue to want more training in the area of technology as a result. The survey data and discussions with stakeholder groups are always taken seriously and brought to the administrative team/learning community to determine ways to incorporate suggestions we feel will make the greatest impact on our students and schools.</p> <p>One of the areas of focus in our system has been Depth of Knowledge (DOK). Teachers seem to feel more comfortable determining those DOK levels and using them when creating tests and assignments. However, DOK will</p>

continue to be something we use and focus on improving. Along with DOK, we will continue to focus on formative assessments and analyzing the data from those assessments...as well as other data. In surveys and discussions, it is still evident that staff feel that there simply is not enough time to meet the way that they want to, or as often as they would like. They suggested meeting vertically and with teachers in other subject areas from different planning periods and have asked for us to find more time/ways for them to do so. Based on recent attendance of some administrators at a national Model Schools conference, it became obvious that we need to focus more on vertical alignment and prioritizing standards in order to more efficiently and effectively meet the needs of all students. While we made some progress towards the vertical alignment and prioritizing standards, there is still work to be done in this area. We will continue to focus on making PLCs a place where all of this work can continue to take place and we will also focus on improving the PLC process at each school in order to ensure all schools are using PLCs correctly and in a manner in which all staff feel time and content of the PLCs is meeting their needs.

While PLCs are still a focus for us, we are encouraged by the fact that 83.7% of high school staff feel PLCs are effective. At the middle school, 84% of the staff feel PLCs are being effective. At our elementary school, 100% of the staff feel that PLCs are effective. We will continue to focus on PLCs in order to maintain and strengthen them.

Recently, we have focused on adding more formative assessments that link to individualized learning paths for students. We have purchased MAP testing, Study Island with the NWEA Integration Tool and Exact Path. At the middle and elementary schools where these programs are being used, 100% of staff feel the MAP testing is effective and needs to be maintained or adjusted. However, all staff feel it should be used. Commentary from the staff showed that the results the test renders are valuable but it is a time consuming test. We will focus on professional development with the MAP testing in order to make it more efficient while still gaining the same valuable results. 76% of staff feel the integration tools that link students with individualized learning programs are being effective and either need to be maintained or adjusted. Commentary regarding the staff thoughts on these tools showed that they want to keep the tools, but do want more professional learning on how to use them most effectively. Professional development for both schools and all programs has already been scheduled for August.

With COVID and recent concerns in school safety nation-wide, we have focused on creating safe learning environment for students where they not only feel safe but also feel comfortable both socially and emotionally. According to survey results, parents feel that the social and emotional needs of their children are being met. At the high school, 81.5% of parents said that they feel their student is having these needs met. At the middle school, 82.1% of parents said that they feel their student is having these needs met. At the elementary school, 87.7% of parents said that they feel their student is having these needs met. Based on survey results from the seniors, 100% of seniors report that they feel safe at school and 90% feel that they had at least one adult who knew them well and showed an interest in their education and future. In

	<p>addition, seniors indicate that building trust and respect with students is one of the top 2 most important qualities a teacher can have. We will continue to focus on making even more improvements in this area by ensuring each student has at least one adult in each school of which they feel comfortable speaking.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Program enrollment and data, stakeholder survey data, LEA determinations, FTE, student records</p>
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<p>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?")</p>	<p>At the high school level we have approximately 40% of the juniors and seniors taking at least one dual enrollment course and 41% taking at least one AP course. Based on survey results from the 46 seniors that took at least one dual enrollment course, 17.4% felt the dual enrollment courses were somewhat challenging, 20% felt they were just right and 17% felt they were not challenging. 74% of eligible students became CTAE pathway completers by successfully completing 3 courses in a pathway and passing the End of Pathway Assessment (EOPA). Based on teacher surveys, in regards to the diverse needs of students, the highest rated areas that teachers felt "targeted professional development would enhance their capacity to support students" were consistently Students with Disabilities, Student Supports and Interventions and Response to Intervention.</p> <p>Four out of the past six years, we have received a score of 100% on the Special Education District Determination. This past year we received a performance score of 88.89%. The only indicator that we did not meet the performance level was Indicator 13: Measurable Postsecondary Goals for Transition. Over the past several years we have seen an increase in our students with disabilities population. Since FY '15 our students with disabilities population has increased by 26%. We have added additional special education teachers at all three schools. Teacher survey data indicates that 77% of teachers feel the special education program is effective or very effective. During the past few years we have seen a decrease in our gifted student population. Procedures and processes are in place for student support programs such as EIP, Title I, and Remedial and data shows these programs are effective. Overall, students are making progress and parents are satisfied.</p>
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What achievement data did you use?	EOG and EOC Georgia Milestones, CCRPI, MAP assessment
What does your achievement data tell you?	<p><u>CCRPI</u></p> <p>Due to not having current CCRPI data we will continue to monitor CCRPI indicators and utilize past CCRPI data results. CCRPI data from FY '18 to FY'19 showed improvement in several areas. FY '18 CCRPI scores had dropped compared to previous years. Our schools typically receive scores in the "B" range. However, FY '18 overall scores were lower: District 78; GLHS 89; GLMS 77.2; CES 69.5. Also, subgroups not making progress and not meeting improvement targets increased. The SWD subgroup did not make progress and did not meet improvement targets in ELA and math in grades (3-5) and (9-12). The ED subgroup made progress, but did not meet improvement target in ELA in grades (3-5). In addition, the ED subgroup did not make progress and did not meet improvement target in math in grades (3-5). The content mastery and closing the gap scores were the lowest we had received. Results of the FY'19 CCRPI showed several areas of improvement. The District and three out of the four schools improved their overall CCRPI score: District 88.7; GLHS 88.9; GLMS 85.4; CES 90.7. Content mastery and closing the achievement gap scores were still our lowest areas; however, improvement was made. The SWD subgroup made progress and met improvement target in ELA in grades (3-5), (6-8) and (9-12) and in math in grades (3-5) and (9-12). The ED subgroup made progress and met improvement target in ELA in grades (3-5) and (6-8) and in math in grades (3-5). However, the SWD subgroup made progress but did not meet improvement target in math in grades (6-8). The ED subgroup did not make progress or meet improvement target in ELA in grades (9-12) and in math in grades (6-8) and (9-12).</p> <p><u>GA. Milestones</u></p> <p>Based on GA Milestones results over the past few years, our students typically achieve above the state average in Levels 3 and 4, combined; however, we continue to have a few areas that fall below the state average in Levels 3 and 4, combined and several areas that fall below the state average when analyzing Level 4 results. We did see improvement in a few areas where Levels 3 and 4, combined and Level 4 did increase based on prior year assessment results.</p> <p><u>2021-2022 results:</u></p> <p>CES: 7 of 7 EOG assessments in grades 3-5 were above the state average in Levels 3 and 4, combined.</p> <p>CES: 6 of 7 EOG assessments in grades 3-5 were above the state average in Level 4 (3rd math was below the state average).</p> <p>3rd Grade: 57.6% scored in Levels 3 and 4, combined in ELA and 48.9% in Math.</p> <p>4th Grade: 69.6% scored in Levels 3 and 4, combined in ELA and 62% in Math.</p> <p>5th Grade: 60.2% scored in Levels 3 and 4, combined in ELA; 47.6% in Math; 65.5% in Science.</p> <p>GLMS: 7 of 8 EOG assessments in grade 6-8 were above the state average in Levels 3 and 4, combined (7th ELA was below the state average).</p> <p>GLMS: 3 of 8 EOG assessments in grades 6-8 were above the state average in Level 4 (6th ELA, 7th ELA, 8th ELA, 8th math, and 8th Georgia History were below the state average).</p>

6th Grade: 51.2% scored in Levels 3 and 4, combined in ELA and 53.2% in Math.
 7th Grade: 41.8% scored in Levels 3 and 4, combined in ELA and 68.7% in Math.
 8th Grade: 61% scored in Levels 3 and 4, combined in ELA; 52.9% in Math; 51.7% in Science; 37.9% in Georgia Studies.

2020-2021 results:

CES: 7 of 7 EOG assessments in grades 3-5 were above the state average in Levels 3 and 4, combined.

CES: 5 of 7 EOG assessments in grades 3-5 were above the state average in Level 4 (3rd math and 4th math were below the state average).

GLMS: 6 of 8 EOG assessments in grade 6-8 were above the state average in Levels 3 and 4, combined (8th math and 8th Georgia History were below the state average).

GLMS: 3 of 8 EOG assessments in grades 6-8 were above the state average in Level 4 (6th math, 7th ELA, 8th math, 8th science, and 8th Georgia History were below the state average).

GLHS: 4 of 4 EOC assessments in grades 9-12 were above the state average in Levels 3 and 4, combined.

GLHS: 2 of 4 EOC assessments in graded 9-12 were above the state average in Level 4 (US History and Algebra I were below the state average).

2019-2020 results:

No testing due to COVID

2018-2019 results:

15 of the 16 EOG assessments in grades 3-8 were above the state average in Levels 3 and 4, combined.

10 of the 16 EOG assessments in grades 3-8 were above the state average in Level 4

7 of the 7 EOC assessments were above the state average in Levels 3 and 4, combined.

3 of the 7 EOC assessments were above the state average in Level 4.

In addition to comparing achievement scores to the state average, we also compare data from year to year to analyze gains and losses. From FY '19 to FY '21, we had several subject areas not improve the percentage of students achieving in Levels 3 and 4. Many factors played a major role in this decline. With students not receiving face to face instruction for several months and many students missing school because of positive COVID tests and/or being quarantined as a close contact, we have seen a decrease in achievement scores. Based on student achievement scores for the 2021-2022 school year, it appears that our percentage of students scoring in Levels 3 and 4, combined has stayed the same. However, at the middle school level there was an increase in the percentage of students scoring at Level 4.

2021-2022 results:

7 of the 15 EOG assessments increased in Levels 3 and 4, combined.

6 of the 15 EOG assessments increased in Level 4.

CES: 4 of 7 EOG assessments increased in Levels 3 and 4, combined (3rd ELA, 3rd math, and 4th Math did not increase).

CES: 2 of 7 EOG assessments increased in Level 4 (3rd ELA, 3rd Math, 4th ELA, 5th ELA, and 5th Math did not increase).
 GLMS: 3 of 8 EOG assessments increased in Levels 3 and 4, combined (6th Math, 6th ELA, 7th Math, 7th ELA, and 8th ELA did not increase).
 GLMS: 4 of 8 EOG assessments increased in Level 4 (6th ELA, 7th Math, and 7th ELA did not increase; 8th ELA stayed the same).
2020-2021 results:
 7 of the 13 EOG assessments increased in Levels 3 and 4, combined.
 4 of the 13 EOG assessments increased in Level 4.
 1 of the 3 EOC assessments increased in Levels 3 and 4, combined
 2 of the 4 EOC assessments increased in Level 4.
 CES: 4 of 7 EOG assessments increased in Levels 3 and 4, combined (3rd ELA, 3rd math, and 5th ELA did not increase).
 CES: 1 of 7 EOG assessments increased in Level 4 (3rd ELA, 3rd math, 4th ELA, 4th math, 5th ELA, 5th science did not increase).
 GLMS: 3 of 6 EOG assessments increased in Levels 3 and 4, combined (7th ELA, 7th math, and 8th math did not increase).
 GLMS: 3 of 6 EOG assessments increased in Level 4 (6th math, 7th ELA, and 7th math did not increase).
 GLHS: 1 of the 4 EOC assessments increased in Levels 3 and 4, combined (Am. Lit, Biology, and US History did not increase).
 GLHS: 2 of the 4 EOC assessments increased in Levels 4 (Am. Lit. and US History did not increase).

2019-2020 results:
 No testing due to COVID

2018-2019 results:
 13 of the 16 EOG assessments increased in Levels 3 and 4, combined.
 11 of the 16 EOG assessments increased in Level 4.
 4 of the 7 EOC assessments increased in Levels 3 and 4, combined.
 2 of 7 EOC assessments increased and 1 stayed the same in Level 4.

After analyzing subgroup 2021-2022 Ga. Milestones assessment results, we have seen some improvement in the SWD subgroup, but there still remains a gap. When comparing SWD subgroup results from 2019 to 2021 there was not much change. In all the Math and ELA assessments in grades 3-5 and 6-8 less than 15% of SWD scored in levels 3 and 4. Too many SWD are scoring in level 1 or 2. A more encouraging analysis can be seen when looking at SWD scores falling in Levels 2, 3, or 4. In 2021, in ELA, 48% scored in Levels 2, 3, or 4 and 63% in Math. Results for SWD subgroup from 2022, show there was an increase in the percentage of SWD scoring in Levels 2, 3, or 4: 50% in ELA and 66% in Math. That is a 2% increase in ELA and a 3% in Math. When comparing 2018 and 2019 CCRPI data the SWD subgroup made progress but did not meet improvement targets in math in grades (6-8). The SWD subgroup made progress and met improvement targets in ELA in grades (3-5), (6-8) and (9-12) and in math in grades (3-5) and (9-12). The ED subgroup made progress and met improvement target in ELA in grades (3-5) and (6-8) and in math in grades (3-5). The ED subgroup did not make progress or meet improvement target in ELA in grades (9-12) and in math in grades (6-8) and

	(9-12).
What demographic data did you use?	Graduation Rate, Attendance Data, Racial/Ethnic Subgroups, Subgroup Data, Student Records, FTE, and surveys.
What does the demographic data tell you?	<p>Expectations are high in our school system. For the past four years our graduation rate has been at 98% or higher. Our average daily attendance rate is consistently above 96%. Our system's free/reduced lunch percentage fluctuates between 19% - 23% each year. Total enrollment (K-12) for the 2021-22 school year was 1,256. This number is approximately the same as previous three years. The student population is comprised of 95% Caucasian, 9% students with disabilities, 13.4% gifted/talented, 12% remedial, 12% Early Intervention Program, and less than 1% English Language Learners. Currently, our retention rate is at 1% which is down from the previous two years when we had a 4% and 2% retention rate. For the 2021-22 school year, 95% of our student body (K-12) was absent less than 10% of the school year. Discipline data is encouraging with only 5% of our student population receiving a discipline action during the 2021-22 school year. Also, only 3% of students in grades 6-12 received ISS and only 1.7% received OSS. 71% of the seniors were HOPE eligible this year. Out of 218 juniors and seniors, 41% took at least 1 Advanced Placement course and 40% took at least 1 dual enrollment course. This year, 74% of students completing 3 courses in a CTAE pathway passed the End of Pathway Assessment (EOPA) and became a CTAE pathway completer. Based on senior survey data, 80.4% of the senior class plans on attending a 4-year university, 2-year or technical school. In addition, the seniors indicated their top three fields of study were Science, Technology, Engineering, Math; Health Science/Health Care; and Business/Marketing Information Technology.</p> <p>Even though our graduation rate and attendance rates are high and our retention rate and discipline actions are low, we still have students not graduating; students who are consistently absent more than 10% of the school year; and students receiving discipline actions. Therefore, the data tells us the numbers are low but we still need to improve in these areas and we will continue to focus on these student populations.</p>

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?

After consistent analysis of qualitative and quantitative data sources, classroom observations by school level and district level administrators, improvement in peer discussions through data teams/ professional learning communities, and reviewing the curriculum, frameworks, lesson plans, and assessments through school and system level professional learning communities, important trends and patterns were identified. Some of these trends and patterns show the need for the continued use of a system wide instructional protocol and more support for student learning through the use of formative assessments. A need for more and better use of instructional technology resources was also identified. Not all teachers incorporate the available instructional technologies into the teaching and learning process. By increasing the use of technology, we feel we can make the learning process more effective, interesting and successful. Increasing rigor was also identified as a need based on performance and survey data. The need for professional learning to better use data to guide individualized instruction and meet the needs of all students was also identified. Another professional development need that continues to surface from stakeholder input and data is the need for vertical alignment and identification of priority standards at each grade level. Time to really focus on these activities needs to be examined, as well as a more structured process for aligning curriculums from K-12. Focusing on these needs will provide all students with a more individualized, challenging, and rigorous curriculum which will develop critical, higher order thinking skills. Furthermore, there is a need for evidence-based strategies that will increase student academic performance through creating safe learning environments where classrooms are self-managed and relationships are important. After receiving professional learning in this area, teachers and leaders have incorporated many strategies into their classrooms and schools. We realize that students need to feel valued and supported in order to reach their highest potential, academically, behaviorally and emotionally. Rigor and relationships is the best way to identify our philosophy. Teachers build strong, positive relationships with students, align, and prioritize the curriculum and teach students while supporting them to reach their fullest potential. Therefore, a continued emphasis on building strong relationships and increasing rigor remains a focus in our professional development. Professional learning in the area of differentiated instruction is needed in order for teachers and leaders to ensure that content is mastered by all levels of learners and that students are having all of their needs met...academically, behaviorally, and emotionally.

Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our district has collaboratively developed a mission statement, vision statement and list of core beliefs and values. Our goals are clear and based on data. We focus on improvement priorities and needs identified the accreditation and federal monitoring process, as well as needs that are identified as we evaluated our professional learning communities and formative and summative data. Through our data teams we have laid the foundation for expanding and improving our curriculum and providing a more challenging educational experience for all students. In support of these initiatives, leaders have the flexibility to identify and prioritize goals, and allocate funds to support these initiatives to improve teaching and learning. Additionally, the school schedule, allocation of personnel, expertise and services are also utilized to enhance teaching and learning and to remove barriers which might impede progress. Leaders meet regularly with teachers through professional learning communities, and conferences associated with the Teacher Keys Evaluation System. They are aware of goals and improvement plans in place, and provide guidance and support for their staff members, as well as professional growth activities. One final trend of our leaders is their focus on stakeholder involvement in the schools, transparency, and building support for district and school goals and initiatives by engaging stakeholders. It has also become evident that there is a need for us to focus on vertical alignment and prioritization of standards for all grade levels and courses. System-wide data proficiency charts are used to focus on analyzing data from this tool, as well as other methods. We have determined that a more rigorous curriculum and using a higher depth of knowledge in planning, teaching and assessing is needed. All of our leaders will focus on continuing to build strong relationships for safe environments for teaching and learning.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our district places great value on quality professional learning opportunities for staff. All staff participated in a Professional Learning Participant Evaluation following each professional learning activity. Data gathered from those forms provided us with what trainings were effective and which ones need more practice, or need to be eliminated. We do our best to accommodate all needs and individualize professional learning opportunities by using online resources. We are offering individualized professional learning opportunities by using online resources and focusing on specific topics in our professional learning communities. After implementation of professional learning communities we have received overwhelming positive feedback from participants. While improvement in professional learning communities has been seen, we will continue to strive to make further gains in this area as we focus on more data analysis of formative assessments as well as the summative assessments, increasing topics such as Depth of Knowledge, increasing rigor, increasing higher order thinking skills and application of learning. We will also focus on technology strategies, developing self-managing classrooms and</p>

Strengths and Challenges Based on Trends and Patterns

	<p>building strong relationships, as well as focusing on prioritizing our standards for all courses and using PLCs to vertically align our curriculum so that we can teach more efficiently. Evidence based strategies will be used in the classrooms and in our professional learning communities where we will determine effectiveness and work on next steps. We received a wealth of information and great data by the implementation of a system-wide Professional Learning Participant Evaluation Survey. Data shows that while PLCs have been effective but there is still a need for more release time in order for participants to work together. Survey results also show that we are making gains towards ensuring that our PLCs are effective and that the knowledge gained in these PLCs and in other professional development activities is being used in the classroom. Based on data, 83.7% of teachers at the high school feel the PLCs are effective and should be maintained or are effective but need some adjustment. At the middle school, this percentage is 84% and at the elementary it is 100%. These numbers are very encouraging. Due to the large number of our students pursuing careers in technology and/or computer science fields, and the computer science requirements set forth by the state, a need for computer science offerings and the need for a computer science certified teacher is evident. A need for more technology focused courses, as well as a need for more use of technology by our teachers is evident. Training teachers in effectively using technology resources and providing employees with training in the computer science field is a priority in order to meet the needs of our students, as well as meet the requirement set forth by the state. Furthermore, the state approved TKES and LKES system used to evaluate teachers and leaders respectively are extremely thorough and are used to inform decision making concerning staff retention and placement, as well as needed professional learning for each staff member.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school district is the focal point of the community. The community values education, wants the best possible education for their children, and is extremely interested, engaged and supportive of the schools, the district, it's policies, and any initiatives and goals of the district. All administrators have an open door policy. No appointments are needed and clear and open communication occurs. All board policies are available online and the schools and district communicate frequently with stakeholders via "School Messenger" to make notifications to students/parents. Parents can also go online and access their children's grades whenever they wish to monitor learning progress. The school climate is welcoming and there is a family- type atmosphere in the schools. Based on parent survey results, 93% of parents feel that our schools make parents/families feel welcome to be involved in their child's education and 88% feel that our schools make parents/families feel welcome to visit. All of these factors have built a strong relationship with parents, community members, and business partners. Family and community engagement was ranked as one of our strongest areas in the most recent accreditation report.</p> <p>Leaders welcome opinions, suggestions and with the exception of the</p>
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Strengths and Challenges Based on Trends and Patterns

	COVID-19 year, volunteer services from parents and community members. Parent participation in the schools is historically high, as well as support for school activities and extracurricular activities. The district holds high expectations for schools to engage stakeholders to support teaching and learning, provide opportunities for input and problem solving in the district, and foster a culture of trust, collaboration and joint responsibility for teaching and learning.
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Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The district and each school strive to provide a safe and comfortable learning environment that is conducive to teaching and learning along with providing a student support system and services to meet the educational, physical, social and emotional needs of all students. Based on the most recent CCRPI STAR Climate Rating data,</p> <p>Support programs are provided at all levels for all subgroups and evaluated to determine effectiveness. Teacher effectiveness survey data indicates 77% of teachers feel that the special education program is either very effective or effective and 69% of teachers feel that the gifted program is very effective or effective. The majority of teachers have requested more targeted professional development in working with the following subgroups: students with disabilities, economically disadvantaged, and gifted students. Teacher survey results indicate a need for more training in the areas of Response to Intervention (RTI), differentiated instruction, formative assessment, , integrating technology, data analysis, and student supports and intervention programs. The current support programs at each school are effective but teachers need to continue to enhance their knowledge on how to successfully address the needs of learners. The district will continue to provide support to the schools to implement an effective support system for all subgroups.</p>
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Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Our biggest challenge by far is the lack of funding. We are one of the poorest systems in the state, ranking # 172 in terms of system wealth out of the 181 school systems in the state. Even with state and federal budget cuts and implications due to COVID our staff has maintained morale and remained dedicated to our purpose and direction.</p> <p>Our overall student enrollment has decreased slightly over the past few years. However, over the past five years, the students with disabilities (SWD) subgroup enrollment has increased while the gifted subgroup enrollment has gradually decreased.</p> <p>Technology has been and continues to be a need in our system. We have utilized some ESSER funds to purchase mobile technology labs for each school to meet these needs along with upgrading servers, switches and increasing bandwidth. Not only have teachers utilized more technology this past school</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>year, they have indicated a desire and requested more technology training. Current students are "Digital Natives" and their desire to utilize technology is strong. It is essential that technology is a component of every unit of study, and with increased use of technology, a need for increased teacher training in the use of technology and technology proficiency. With the onset of COVID-19 and the Governor's shut down of all schools in March 2020, teachers were thrust into the world of virtual instruction. The job they did was phenomenal and although extremely difficult, they continued to provide virtual lessons for all students (quarantined, or choosing completely virtual lessons due to health concerns) for the entire 2020-2021 school year, while also providing face to face instruction daily for 85% of our student body. During the 2021-2022 school year, our schools were able to provide in-person instruction for the entire school year, but the teachers continued with providing virtual lessons for students out due to COVID. Although intimidating and difficult, they rose to the challenge and provided quality lessons for all students. This situation made them realize how important it is to possess and teach students and parents high quality technology skills. Not only have teachers utilized more technology this past school year, they have indicated a desire and requested more technology training.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Georgia Milestones data indicates that more than half our students are scoring above the state average in Levels 3 and 4. However, we do not have a high percentage of students scoring in Level 4. We have made some progress with increasing the percentage of students scoring in Levels 3 and 4, but the effects of COVID-19 and students losing instruction time due to school closures has negatively affected our student achievement scores. Even after 2 years, we are still seeing the affects of learning loss. Overall, our students did well on the Georgia Milestones for 2021-2022, but there are definitely specific grade levels and subject areas that need to improve. Overall in grades 3-8, 14 of 15 EOG assessments were above the state average in Levels 3 and 4, combined. Additionally, 9 of 15 EOG assessments were above the state average in Level 4. This is a slight increase from the prior year. The SWD and ED subgroups are not making progress or meeting improvement targets in specific grade spans and subject areas. Based on Spring 2022 Milestones data, the SWD subgroup has made little progress on closing the gap.</p> <p>After reviewing data and much collaboration, it has been determined that teaching at a higher level with more rigor and improving our Professional Learning Communities to focus more on assessments and data analysis should be a prioritized system goal. We feel focusing on these areas will help all students to score at higher levels, and ultimately increase the number of students scoring at levels 3 and 4. We have also determined a need for leaders and teachers to receive additional training on how to properly increase the level of rigor in instruction and assessment. Furthermore, we feel utilizing formative assessments and analyzing the results more efficiently to drive instruction will lead to an increase in student achievement. In addition, we</p>
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Strengths and Challenges Based on Trends and Patterns

	have identified the need for prioritizing standards and vertically aligning our curriculum in order for our teachers to pinpoint where gaps are in the curriculum, as well as what overlaps in the curriculum. By doing so, teachers will be able to work more efficiently and effectively.
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IDEA - Special Education

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

Strengths	We have strong parental involvement and support, highly qualified special education teachers, and strong administrative support at the district and school level. Based on teacher and school administrator input regarding the special education program, they feel that special education teachers communicate effectively and provide support to staff in assessing needs to ensure student success. Special education teachers support staff to implement student IEP accommodations. An effective co-teaching model is used predominantly throughout the system. Currently, 92% of students with disabilities (SWD) spend 80% of the school day in the general education classes. We utilize the Go-IEP system and it is working well in our district. For the past three years, we met requirements of Part B of the IDEA with a 100% performance level. Effective software and instructional programs for SWD are utilized.
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Challenges	Since COVID, we have seen an increase in behavioral and emotional needs. In addition, the shut down of schools in March 2020 has caused learning loss that we are still trying to address. Since FY'15 our special education enrollment numbers have grown by 26%. We are a very small school system and have to contract speech/language services and related services. Based on our most recent Cross Functional Federal Programs Monitoring, how to write effective transition plans is an area of need. In addition, our most recent LEA Determination results indicate that we did not meet performance level for Indicator 13: Measurable Postsecondary Goals for Transition. Over the past two years we have added three additional special education teachers and three additional paraprofessionals. Even though funding is increasing we still struggle with the increase in enrollment and services. The majority of funding is in personnel, contracted services, and supplemental aids and services. We will continue to provide professional learning for general education and special
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IDEA - Special Education

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

	education teachers on effectively teaching students with disabilities. Based on teacher survey results, approximately 65% of the teachers indicated the need for targeted professional learning focused on how to work with students with disabilities. Even though improvement has been made, teachers are still struggling with how to analyze student data, identify learning gaps and differentiate instruction.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Procedures and processes are followed and documentation is organized at the district and school level. We employ a highly qualified Title I teacher and provide one to one technology for Title I students. The Title I teacher effectively utilizes resources that monitors student growth and adjusts instruction based on individual student needs. Teachers are data driven and utilize evidence based programs and strategies. Effective software programs for Title I students are utilized.
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Challenges	Maintaining low teacher/student ratio. Continuing to build parent capacity and give parents the tools to help their children be successful in school. Helping parents understand milestones results.
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Title I, Part A - Foster Care

Strengths	Our Foster Care Liaison has a strong relationship with our local Department of Family and Children Services (DFACS). Our Foster Care Liaison along with the school counselors work collaboratively with the DFACS and community resources to meet the needs of foster care children.
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Title I, Part A - Foster Care

Challenges	There are no challenges at this time.
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Title I, Part A - Parent and Family Engagement

Strengths	At Chickamauga Elementary School (CES) parent involvement is strong. Parents are engaged. There is always a large turnout for school events. Multiple methods of communication are used (grade level email blasts, newsletters, social media). CES has a parent involvement coordinator on staff. The Title I Director provides support for parent engagement activities, building capacity for parents and staff, and parent input meetings. Procedures are in place to ensure compliance.
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Challenges	We are always trying to improve communication with parents. We feel that we communicate well, but parents feel like they do not always know what is happening at the school. We still have parents not taking advantage of the Infinite Campus Parent Portal. We encourage all parents to sign up online for the rights to access their child's information. We will continue to improve on building relationships and providing support to the parents and families. Additionally, we have redesigned our website to be more user friendly. Continue helping parents feel comfortable talking to teachers.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	There are currently no migratory students in our school district.
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Challenges	There are currently no migratory students in our school district.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are currently no neglected or delinquent child institutions located in the school district.
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Challenges	There are currently no neglected or delinquent child institutions located in the school district.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>We have been able to continue having 100% of our teachers qualified to teach in their assigned areas. We offer a wide array of professional learning opportunities, such as off-site conferences, online courses, on-site professional learning, and professional learning communities.</p> <p>We typically do not have issues with recruitment. We usually have a large pool of applicants on file when any position becomes available and will have many additional applicants once a position comes open.</p> <p>Principal center training through our RESA has been helpful in addressing the needs of our administrators. It provides us with high quality information at a reasonable cost. Furthermore, with conferences being able to go back to in-person we have made professional learning for administrators a priority. All administrators but one will be attending the Model Schools Conference where we have gained valuable information and resources in the past.</p>
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Challenges	<p>A lack of financial resources continues to make it harder for us to fund quality professional learning for all. Professional learning for retaining effective leaders and assisting inexperienced leaders is still needed due to the fact that we are a small system and we only have six school level leaders. Of those six leaders, three of those have less than four years of leadership experience in our system which gives us 50% "inexperienced leaders" and is above the state average. The other administrator will be in her third year in the position. We have a small number of teachers and limited funding which makes it difficult to have teachers move from the classroom to take on teacher leader positions where we could typically prepare promising teachers to become effective leaders.</p>
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Individual ACCESS scores have shown improvement each year. Analysis of state assessment results for EL students has been promising. Students either scored at the same level of performance in ELA and math as the previous year or made gains and increased to the next performance level. There is effective communication with families from the district and school level. Families feel comfortable and frequently participate in school activities. The Title III Coordinator provides support for teachers and parents. The ESOL teacher and Title III Coordinator are well trained and stay up to date on procedures, resources, etc.... We have a small population of EL students so we are able to form close relationships with the families. The ESOL teacher works closely with the families.
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Challenges	General education teachers need more professional learning opportunities in this area. There is a need for WIDA standards training for teachers and how to use them in the classroom. Even though communication is strong there are still language barriers at times.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	The homeless liaison works closely with school leaders, the social worker and guidance counselors to identify homeless youth and their needs, and to provide appropriate services. In addition, district level support is provided to ensure policies and procedures are being followed at the district and school levels. We have multiple community resources that are involved and help support the school and students.
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Challenges	There are no challenges at this time.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	We have been able to continue having 100% of our teachers and paraprofessionals qualified to teach in their assigned area(s). We have a low turnover rate with teachers and we focus on professional learning which will help us produce/retain effective teachers and effective leaders who are committed to helping us develop self-managing, high performing classrooms in a warm and inviting school culture. By improving the quality of our teachers we ensure that all students have equitable access to effective educators.
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Challenges	Funding is always a challenge when trying to find quality professional learning. Being a small school system, in most cases, we only have one teacher teaching a content area and/or grade level.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>Overall, teachers, parents, and students feel supported, safe, and satisfied in our school system. We have strong community and family support. Teachers are willing to work with students and help them be successful. We have strong guidance counselors at each school.</p> <p>We are able to offer a variety of student support programs along with several academic enrichment opportunities at every level. Due to learning loss because of COVID, we have been able to offer a summer camp at the elementary and middle school level for the past 2 summers to focus on addressing learning loss. There are formative assessment tools available and being utilized by the teachers. At the elementary and middle school level, there is extended learning time during the school day where teachers utilize formative assessment data to identify and address student needs through individual and small group instruction.</p> <p>We have a system focus on building relationships with students, providing needed support and assisting students to make good decisions and self monitor themselves.</p>
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Challenges	<p>Students come to school everyday with personal and emotional issues and barriers to learning. Due to the increased rigor of content standards and state assessments, teachers feel pressured to improve student performance and become easily frustrated with outside influences. Teachers continue to need strategies and tools to build meaningful, productive relationships and provide safe and supported learning environments.</p> <p>eachers want to be able to make more informed instructional decisions to</p>
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Title IV, Part A - Student Support and Academic Enrichment

	provide more individualized instruction to meet the needs of all learners. Teachers lack the understanding of formative assessments and how to analyze the data to provide personalized learning. Teachers have access to formative assessment tools, but they are still trying to understand the data and implement time during the day to remediate and enrich. Teachers are becoming better at analyzing data but still need professional learning in this area.
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Title V, Part B - Rural Education

Strengths	Not applicable
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Challenges	Not applicable
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Enhance professional learning communities and other professional development opportunities
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Improve student achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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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 - Enhance professional learning communities and other professional development opportunities

Root Cause # 1

Root Causes to be Addressed	A lack of understanding from administrators and teachers on how to effectively utilize professional learning communities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Half of our school level administrators (three out of six) fall under the definition of "inexperienced leaders" because they have fewer than four years of administrative experience in our system.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	A lack of understanding of formative assessments and how to effectively analyze the data in order to drive instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Improve student achievement

Root Cause # 1

Root Causes to be Addressed	A lack of knowledge and resources to effectively work with subgroup populations (SWD, EL, ED, and Gifted).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	A lack of understanding on how analyze data to identify learning gaps and differentiate instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

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



District Improvement Plan 2022 - 2023



Chickamauga City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Enhance professional learning communities and other professional development opportunities
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A lack of understanding from administrators and teachers on how to effectively utilize professional learning communities.
Root Cause # 2	Half of our school level administrators (three out of six) fall under the definition of "inexperienced leaders" because they have fewer than four years of administrative experience in our system.
Root Cause # 3	A lack of understanding of formative assessments and how to effectively analyze the data in order to drive instruction.
Goal	Through professional learning communities and other professional learning opportunities, we will provide strategies and resources to meet the academic, behavioral, and emotional needs of students as measured by yearly spring survey data which shows an increase in all stakeholder perception data as well as an increase in Milestone Assessment scores.

Equity Gap

Equity Gap	Inexperienced leaders (principals or assistant principals with less than four years of experience)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged

Equity Gap

Equity interventions	EI-2 Provide targeted school leader development
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Action Step # 1

Action Step	Train school leaders on how to establish and monitor a professional learning community.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, LKES, TKES, observations of PLCs.
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, formative and summative assessment data, and observations of PLC.
Position/Role Responsible	District Leaders, School Leaders
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Conduct staff needs assessment to identify and prioritize professional learning focus.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Analysis of surveys to prioritize needs
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results and Professional Learning Participant Evaluation Survey results
Position/Role Responsible	District and School Leaders
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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Action Step # 2

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

Action Step	Participation in Professional Learning Communities (PLC) that focus on understanding formative assessments and how to effectively analyze formal and informal data to identify student needs and inform instruction.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Schedule of PLCs, TKES, LKES, and formative/benchmark assessment data
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, observations of PLC and formative and summative assessment data
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

Action Step # 3

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Chickamauga City School District partners with Northwest Ga. RESA for assistance in providing targeted professional development for administrators and faculty. They will provide training for teachers to assist them in analyzing the data from formative assessments and guide them in implementing approaches to differentiate instruction and provide a more individualized curriculum.
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Action Step # 4

Action Step	Participation in Professional Learning Communities (PLC) and other professional development that focuses on Depth of Knowledge, rigor, identifying learning gaps, and critical thinking skills.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Schedule of PLCs, TKES and LKES.

Action Step # 4

Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, observations of PLC and formative and summative assessment data
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

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 # 5

Action Step	Participation in Professional Learning Communities (PLC) and other professional development on meeting the behavioral and emotional needs of students.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Schedule of PLCs, TKES and LKES.
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, observations of PLC and student achievement data.
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

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 # 6

Action Step	Participation in teacher and/or leader professional development that is focused on developing a more effective plan for vertical and horizontal collaboration.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Meeting minutes
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results and Professional Learning Participant Evaluation Survey results
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step # 7

Action Step	Providing school leaders (teacher leaders/Assistant Principals/Principals) with opportunities to advance in their careers through tailored professional learning and certification.
Funding Sources	Title II, Part A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Observations and documentation of successful completion of professional learning activities and/or certifications as well as completion of Professional Learning Evaluation Survey
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results and Professional Learning Participant Evaluation Survey results
Position/Role Responsible	Principals, Superintendent, Assistant Superintendent, Director of Curriculum and Instruction
Evidence Based Indicator	Promising

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 # 8

Action Step	Staff will participate in training to integrate technology and other digital resources into directed learning experiences.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Lesson plans, walkthrough data
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, TKES, LKES
Position/Role Responsible	District and school leaders, teachers
Evidence Based Indicator	Promising

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

Action Step # 9

Action Step	Teachers and school leaders will complete the MAP and Exact Path Training.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training Agendas and Sign in Sheets, Completion of Professional Learning Participant Evaluation Survey results.
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results
Position/Role Responsible	District and school leaders, teachers
Evidence Based Indicator	Promising

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	A lack of knowledge and resources to effectively work with subgroup populations (SWD, EL, ED, and Gifted).
Root Cause # 2	A lack of understanding on how analyze data to identify learning gaps and differentiate instruction.
Goal	Increase the percentage of students achieving at levels 3 or 4 by 3% in ELA and math from the 2022 Georgia Milestones EOG and EOC assessment to the 2023 Georgia Milestones EOG and EOC assessment.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics
Grade Level Span(s)	3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers and leaders will participate in PLCs and other professional development to study curriculum, instruction, and assessment.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, LKES, TKES and LKES
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, and formative and summative assessment data
Position/Role Responsible	District Leaders, School Leaders
Evidence Based Indicator	Promising

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 # 2

Action Step	Administer formative assessments and analyze data to identify student learning needs, differentiate instruction, monitor student progress, and increase student achievement.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Formative Assessment Data, Lesson Plans, PLC Documentation
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, and formative and summative assessment data.
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 2

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

Action Step	Utilize training and resources to integrate instructional technology and other digital resources into teaching and learning.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Walkthrough data, PLC documentation
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, Walkthrough data and Student Achievement Data.
Position/Role Responsible	District and School Leaders and Teachers
Evidence Based Indicator	Promising

Timeline for Implementation	Weekly
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Action Step # 3

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

Action Step	Improve communication and collaboration between parents, schools, and communities in order to educate the whole child and ensure all students achieve academic success.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Documentation of parent and family activities, sign in sheets, agendas, communication documentation
Method for Monitoring Effectiveness	Personnel, parent, and student survey results, student achievement data
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Chickamauga City School District partners with Northwest Ga. RESA for assistance in providing targeted professional development for administrators and faculty. They will provide training for teachers to assist them in analyzing the data from Measure of Academic Progress (MAP) and guide them in implementing approaches to differentiate instruction and provide a more individualized curriculum. Additionally, the school district will collaborate with neighboring districts who have already implemented MAP to observe best practices as well as share training.
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Action Step # 5

Action Step	Participation in teacher and/or leader professional development that is focused on utilizing tools and resources to identify and address individual student learning needs with a focus on specific subgroups.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Lesson Plans, Walkthrough Data, PLC Documentation, formative/benchmark assessment data

Action Step # 5

Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, and formative and summative assessment data
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

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 # 6

Action Step	Build capacity of school leaders and administrators to support teachers in increasing rigor and using data and technology to improve instruction and personalize learning.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observations and documentation of successful completion of professional learning activities and/or certifications as well as completion of Professional Learning Evaluation Survey and LKES
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results and LKES
Position/Role Responsible	Principals, Assistant Principals, Superintendent, Assistant Superintendent, Director of Curriculum and Instruction
Evidence Based Indicator	Promising

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 # 7

Action Step # 7

Action Step	Purchase and utilize the MAP Growth Assessment.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of Professional Learning Participant Evaluation Survey, Agendas, Sign in Sheets, Lesson Plans, Walkthrough Data, PLC Documentation
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey results, Student Achievement Data
Position/Role Responsible	District and school leaders, teachers
Evidence Based Indicator	Promising

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 # 8

Action Step	Purchase and utilize Exact Path.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Walkthrough data, formative assessment data, PLC documentation
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Student Achievement Data
Position/Role Responsible	District and school leaders, teachers
Evidence Based Indicator	Promising

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 # 9

Action Step	Utilize Extended Learning Time and/or Remediation/Enrichment time to provide additional learning opportunities.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	School level ELT and/or remediation/enrichment plan, student rosters, lesson plans, walkthrough data, formative assessment data
Method for Monitoring Effectiveness	Annual Needs Assessment Survey results, Professional Learning Participant Evaluation Survey Results, formative and summative assessment data
Position/Role Responsible	District and School Leaders, Teachers
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Tremendous collaboration has occurred within our school system, with stakeholders. District performance data, survey data, and in-person individual and group meetings are sources of information gathered throughout the school year. Stakeholders who participate included: teachers, paraprofessionals, principals, district leaders, business partners, parents, students, school board members and school council members. By gathering and analyzing all data and information, efforts are focused on building professional capacity, supporting all students and ensuring necessary resources are available in order to coordinate the best services for our students. All federal program directors and coordinators meet regularly and coordinate programs to ensure federal guidelines and procedures are being followed. District level administrators provide support to the schools to ensure staff are implementing specific program guidelines and procedures.
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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: <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Only one school in our system is Title I Targeted Assistance. Within the school, all teachers meet highly qualified status requirements and all are teaching in field. Additionally, every effort is made to place teachers in the fields that are strengths for them and where they are most effective. Teachers have a variety of years of experience; however, all teachers have three or more years of experience in their job performance. In order to ensure low-income and minority children enrolled in a Title I school and/or programs are not served at disproportionate rates, we thoroughly analyze PQ data and teacher retention data as well as evaluate teacher performance regularly.
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Professional Growth Systems

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The system of professional development for the Chickamauga City School District contains a vision for instructional staff learning that is collaborative, continuous, embedded in daily practice, data-driven and focused on student achievement. This system builds on and strengthens the successes already evident in the district and identifies areas of need. We strive to strengthen this culture that supports instructional staff learning by providing a framework that affords every educator an opportunity to enrich his/her instruction. In addition, we continuously provide evidence based professional development to our leaders. Our leaders participate in the Principal's Center Leadership program through our RESA which gives them offerings with various topics from which to choose specific areas of need for each leader. They also have the opportunity to participate in other on-line evidence based professional development opportunities, and are encouraged to attend high quality professional development in the summer (such as GAEL or Model Schools Conference). These summer professional development activities have proven to give us high quality, research-based strategies that have resulted in increased student achievement, as well as providing leaders with necessary training to be successful in their jobs.</p> <p>Professional development is a multi-faceted, information-based process that is strategically planned to provide individual, school and district solutions to targeted areas in need of improvement or strengthening. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.</p> <p>Most recently, we have focused, system-wide, on professional development that will enable us to strengthen the rigor in all of our courses and better prepare our teachers with tools they need to engage and challenge students and raise them to a higher level of performance. Much of our training has been focused on how to use student formative assessment data in order to identify the issues that are giving our students the most trouble. Once issues are identified through formative assessments, differentiation and next steps are determined. We are focused on improving the quality of our professional learning communities since those are an important component in all of our development. We are using more formative assessments in order to gain more individualized student information. We will use a research-based product that has proven results in order to assess, monitor, and provide next steps for all students. By acquiring more detailed student information, targeting weak areas, and monitoring progress closely we will see improvements on both teaching and student outcomes. Furthermore, our leadership team meets regularly to analyze data which includes, but is not limited to, survey data and state assessment data, and to evaluate the progress of our professional learning communities. The school and system level administrators also do regular walk through observations at all schools in order to evaluate teacher progress.</p> <p>In order to monitor the effectiveness of our PLCs and other types of professional learning, the district uses a Professional Learning Participant Evaluation Survey, which is completed electronically so that we see immediate feedback from participants. The information we receive from these surveys</p>
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Professional Growth Systems

	allows us to see what professional learning is being used in the classroom, how it is being used in the classroom, what impact teachers and administrators see, and whether or not it was an effective strategy. Furthermore, teachers and administrators tell us why it was effective or why it was not effective and whether or not we should maintain the strategy or abandon it. Administrators are also able to monitor what is happening in the PLCs through feedback received on this survey. Thus far, the electronic version has rendered much better information than the hard copies we used to evaluate professional development in the past. As a result of these informative surveys, we have learned that the majority of our professional learning activities is resulting in professional growth. Based on data, 83.7% of teachers at the high school feel the PLCs are effective and should be maintained or are effective but need some adjustment. At the middle school, this percentage is 84% and at the elementary it is 100%. These numbers are very encouraging.
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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
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>The Chickamauga City School District waives certification for all teachers except those not allowed by state board rules.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>K-12 general education: certification or degree (whether completed or in progress) in some content area is required. CTAE: minimum of 2 years field/work experience in a specific content area. Fine Arts: minimum of 2 years field/work experience in the specific area to be taught. All teachers must hold a Clearance Certificate issued by the Georgia Professional Standards Commission. All teachers hired under the certification waiver will be expected to work towards and meet requirements to obtain their Georgia Professional Standards Commission professional teaching certificate and will be placed on a remediation plan with a district determined timeline for completion.</p>
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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.	At this time, the Chickamauga City School District has no schools that have been state or federally-identified as needing support. If such schools are ever identified, CCSD will identify their specific needs by conducting a Needs Assessment Survey, and data analysis in order to include those needs in their School and District Improvement plans that will address the identified needs. Part of this process will also be to find evidence-based professional development to address the specific needs of these schools. Title II-A funds will be allocated to support these schools that require assistance with definitively identified professional learning needs and/or reimbursement for GACE tests, as needed.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Chickamauga City School District works closely with the CTAE Director and teachers regarding the integration of career and technical education content at various grade levels. The Engineering, Math and Science teachers have attended STEM conferences and coordinate efforts to integrate career and technical content with core curriculum content. Students in high school have benefited from the coordinated efforts of the teachers as evident in the high test scores and percentage passing end of pathway assessments. These teachers have worked closely to plan cross curricular lessons that will broaden the core curriculum through the addition of the engineering concepts. Additionally, teachers in core areas plan lessons to assist the engineering students with core curriculum concepts. The integration of professional learning communities has given teachers in these areas additional time to discuss standards and plan lessons that will continue to enhance learning and benefit students. Gordon Lee High School offers 6 complete career and technical pathways and is offering a course in computer science which may evolve into a pathway offering depending on student interest. Upon completion of the three courses required to complete a career pathway, students may take an End of the Pathway Assessment (EOPA). These assessments are state and nationally credentialed exams which measure the technical skill attainment level of the students that participate in the CTAE courses. Standard one for each career and technical course is centered around related employability skills. This is an ongoing focus in each of the pathway courses offered as these skills best prepare students for the world of work beyond the high school level. Practical experience is integrated in each of the pathways. In Health Occupations, students participate in clinicals in local nursing homes, health care facilities and specialized care facilities. Students in the Early Childhood pathway are given the opportunity to mentor students and serve as teacher assistants in the elementary to gain practical experience of the profession. In the other pathways, teachers take students on industry tours and utilize guest speakers from the career field to give students first-hand knowledge of various career fields and high demand occupations. Gordon Lee High School offers a Work-Based Learning Program that strives to
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CTAE Coordination

	<p>offer students an opportunity to gain knowledge and experience in the workforce setting. Currently, there are approximately half of the seniors and twenty percent of the juniors enrolled in the program. We strive to increase numbers of actual youth apprenticeship students each year where students are placed in the career area that they have completed course work in high school and plan to continue after graduation. However, students in entry level positions and internships of any type are deemed valid because students are continuing to practice their employability skills and learning expectations of the work force. Plans for continuation of the work based learning opportunities are made each year through the Consolidated Application Youth Apprenticeship Grant.</p> <p>At Gordon Lee Middle School, career and technical coursework is integrated through the 8th grade Career and Research class and the CHAMPS advisement program. During the Career and Research class, students learn about employability skills, Georgia's "hot jobs", job outlook, and state career clusters. Students also research post-secondary education and training that is needed for their chosen careers. Graduation requirements, career pathways and the Individual Graduation Plan are presented in this class. In an effort to provide experiential learning opportunities and promote skills that are important to "in-demand" occupations or industries we have added a course titled, Career Awareness in the middle school.</p> <p>In grades K-5, teachers conduct a specified number of lessons each year based on the GaDOE 17 career clusters. The school counselor also presents guidance lessons that seek to foster the connection between school success and later career options. Guidance lessons also focus on employability/school to work skills which students are encouraged to begin to practice within the school environment. Further, teachers are aware of all career clusters and look for opportunities within their curriculum and standards to emphasize careers to students within the context of their subject area learning. 5th grade students also complete a career portfolio assignment. CES also has a program called C.L.I.M.B. (Creating Leaders Involved in Making a Better Chickamauga Elementary School). There are lessons presented specifically related to becoming a leader within the school environment. Part of the C.L.I.M.B. program that allows students to begin to apply the knowledge they have gained in guidance, is participation in a jobs program. The school has established a variety of "jobs" within the school community such as reading buddies, mentors, breakfast specialists and hallway traffic controllers. In grades 3-5, students are given the opportunity to participate in VEX robotics club and competition teams. VEX is designed to help teach students life and job skills. Students work on STEM (Science, Technology, Engineering, and Math) projects to develop skills in communication, leadership, teamwork, design, programming, innovation, and more. The students are learning how to use and program sensors, automation, and computational skills that they will need in the 21st century workforce.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>System-wide programs are in place to support efforts. Each school utilizes positive behavior intervention programs to reduce discipline referrals and improve school climate. Teachers and administrators at Gordon Lee High School and Gordon Lee Middle School utilize effective tools and strategies to create high-achieving centers of learning. Teacher and administrators work to strengthen students connectedness by enhancing healthy bonds with teachers and using consistent rules to reduce disciplinary escalations and referrals. Throughout the school year, teachers were observed formally and informally building meaningful, productive relationships with students, creating a safe, effective environment for learning, and developing self managing, high performing classrooms. At Gordon Lee High School, all freshmen are required to take a high school transition class to provide support as they transition to high school. The class helps them to become better students as well as better individuals. The class is centered around developing skills in leadership, communication, and teamwork. In class the students work on establishing learning and educational goals and strategies to accomplish these goals. Positive behavior interventions strategies will continue to be used at each school to reduce the overuse of discipline practices that could result in students being taken out of the classroom.</p> <p>Chickamauga Elementary School (CES) teachers worked collectively to establish a set of behavioral standards that has become known as the CES Essentials. We believe that if these standards are taught, reinforced and rewarded across grade levels to all students school-wide that it will result in a positive and preventive impact on behavior. Teachers work to teach the CES essentials, classroom processes and routines and the classroom system for preventive behavior management so that every students is set up for success from the start. In addition, CES teachers and staff attended the Ron Clark training to gain fresh insights into creating a positive school climate. As a result of this training, CES has implemented a House system as the main initiative to positively impact student behavior and school climate. Every student and every teacher and staff person is placed randomly in one of four houses. The house system utilizes a point system to positively reinforce appropriate student behavior. Points are awarded to students and then added to their house totals. The house also creates a sense of belonging and fosters broader relationship building among students across grade levels. Student leaders are chosen for each house and older students within each house are encouraged to assist, enjoy and mentor younger students.</p> <p>We have a system-wide Response to Intervention (RTI) Program implemented at each school. Each school has an RTI team which supports and provides teachers with interventions and strategies to improve student academic and behavioral needs. Each year, teachers and administrators participate in professional development regarding MTSS and RTI.</p> <p>At Gordon Lee Middle School, the faculty focuses on positive behaviors by utilizing the "Caught Being Good" program. This program encourages and reinforces good behavior. When a student has done a good deed, teachers</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<p>award the student with a paper Trojan head which includes the student's name and the good deed. The student turns the Trojan head into the office and at least weekly, the principal announces all of the "Caught Being Good" students over the intercom and then draws names from the group for prizes.</p> <p>Gordon Lee High School and Gordon Lee Middle School utilize a Teacher As Advisor Program. Students are assigned an advisor that follows him/her throughout the years in that school. This allows each student to build relationships with a faculty member to help promote good grades, good attendance, and good behavior. In high school, the advisors play an important role in helping students plan for the future college or career plans. Students have regular meetings with advisors which includes meeting during each grading period so advisors can regularly monitor grades and during the period of scheduling for the coming school year. Additionally, each student meets with the guidance counselor to discuss plans and goals. She is also very involved in students who have discipline issues to help give guidance and help to get students back on track with behavior and avoid academic issues as a result of behavior. Administration meets regularly with students to discuss ways to improve school climate and meet students' social needs. Students serve on the school improvement council in a formal way to bring ideas to the administration, but many students come forward frequently with ideas to enhance the overall experience during high school. The size of the school allows all staff to learn student very well and there is open communication between staff and students.</p>
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The high school and middle school counselors work closely to ensure a seamless transition from middle grades to high school. During the spring, the high school counselor attends an information and registration program to meet with students and parents of upcoming ninth graders to explain the course offerings, graduation requirements, CTAE pathways, and advanced placement and dual enrollment opportunities. She then assists with the course request process in small groups and individually to answer questions and advise students on requests that will best meet the needs of their graduation plan.</p> <p>Currently, Gordon Lee High School offers numerous Honors, Advanced Placement (AP) and Dual Enrollment (DE) courses. In high school, students are encouraged to take rigorous courses in order to best prepare them for college and are advised to take a combination of both AP and DE courses to help with not only preparation for postsecondary but also admission to highly competitive universities. The high school looks for ways to increase rigor at all grade levels and with the addition of advanced placement and dual enrollment courses offered on campus and the test is given free to any interested student on the high school campus in order to give all students an increased opportunity to qualify for placement in the dual enrollment program. The school counselor conducts several parent information sessions throughout the school year and meets individually with students to discuss post-secondary plans. She also schedules meetings with parents concerning financial aid for college and utilizes representatives from the Georgia Student Finance Commission to assist parents in completing the FAFSA forms. Students learn how to utilize PSAT, Pre-ACT, and other standardized test results in understanding individual strengths and interests. Students utilize online assessments and interest inventories and discuss results with the counselor. Students are given opportunities to visit college campuses and attend college fairs. The counselor also has numerous college representatives scheduled to visit the high school and do classroom and lunch visits. Students are informed and encouraged to apply and attend various college programs including leadership opportunities for underclassmen. Business area representatives visit and connect with students interested in career training opportunities, and military representatives from all branches of the service visit regularly with students during lunch times.</p> <p>Annually, Gordon Lee High School sponsors a school-wide "big event" day. This includes activities for each grade level geared towards needs both during and beyond high school as students enter the world of work or transition to post-secondary education. Freshmen are involved in organized community</p>
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Middle and High School Transition Plans

	<p>service events to get them in the mindset to begin community service and learn the importance of giving back and to begin early building a resume for themselves to help with college scholarships and applications in the coming years. Sophomores travel to colleges for visits so they can begin to see what options are available to them and the necessary steps to apply and be accepted to programs of their choice. Juniors are involved in a college and career seminar that involves local business partners who present seminar sessions in large and small groups on topics such as soft skills and successful business practices. Business partners also conduct mock interviews individually with each student to enhance their interviewing skills. Each senior participates in a day of job shadowing as a component of their capstone project and to give them practical experience in the workforce. All teachers on staff accompany students from a grade level which allows all teachers the opportunity to get out of the classroom and see the needs of the students beyond the high school level. All ninth grade students are required to take a High School Transition course. This course focuses on a variety of skills needed to be successful at the high school level and beyond. There is a focus on leadership, interpersonal, and communication skills along with work ethics and test preparation which are needed in school and in the work force.</p> <p>Each career and technical teacher serves on an advisory committee that is comprised of representatives from the various career fields, school and district leadership members, and postsecondary representatives from local institutions where we partner for many dual enrollment courses and where the school has a high attendance rate of students attending after graduation. This allows business partners and postsecondary representatives to continually update teachers and school leaders on the needs of the work force and skills needed to be successful at the postsecondary level. Professional learning communities also allow all teachers to discuss academic concerns and to collaborate ways to best improve student performance.</p> <p>At Gordon Lee Middle School, 8th grade student transition is a year-long process. The CHAMPS advisement program addresses transition through a variety of advisement lessons. In the 8th grade technology classes, students complete their Individual Graduation Plan. The 8th grade year culminates with the rising freshmen visiting GLHS to talk to current students and tour GLHS. Also, advanced high school courses (9th Grade Literature and Algebra 1) are offered to 8th grade students. In addition, the system shares data related to student academic progress, grades, and standardized tests such as GA Milestones when transitioning students from middle to high school. Gordon Lee Middle School participates in the Georgia REACH scholarship program, a needs based scholarship designed to encourage low-income, first generation college students to graduate from a Georgia institution through 5 years of mentoring and coaching.</p> <p>Beginning in 8th grade, a transition plan is developed for all students with disabilities. The transition plan is based on formal and informal information collected from the students and parents. During 8th grade, SWD complete the</p>
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Middle and High School Transition Plans

	<p>Chickamauga City Schools Student Interest Inventory and at least one career interest inventory. Data from these inventories is used in the development of the transition plan. The transition plan is reviewed at least annually at IEP meetings. During the junior and senior year, all SWD are referred to Georgia Vocational Rehabilitation Program (VR). The VR counselor comes to GLHS one time per week to work with the students to assist them in gaining skills and experiences that will prepare them for work after school completion. Annually, the SWD in 11th grade attend the Walker County Transition Fair at Georgia Northwestern Technical College. This fair gives the students an opportunity to learn more about the GNTC post secondary programs and be exposed to other resources that may be needed in the future. Over the past few years, we have had a few students participate in the Walker County Project Search program. This program is a one year Transition-to-Work Program that helps prepare SWD for success in competitive employment. Students who qualify for Project Search are transitioned into a work based learning program where they work daily at the local hospital. A case manager and assistant are on-site to facilitate this learning experience.</p>
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Preschool Transition Plans

<p>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.</p>	<p>We support, coordinate, and integrate services with early childhood programs. We currently have a Memorandum of Agreement with the Georgia Head Start Program. District personnel work with the Head Start program to identify and provide services to eligible students. In the spring each year, a teacher from our elementary school visits the PreK class at Head Start to meet the children, read stories to them, share information about kindergarten, and give each student a book about starting Kindergarten. Chickamauga Elementary School holds a kindergarten orientation each year before school starts. School personnel provide school tours upon parent request. We work with our local churches and day care centers to support private and state-funded preschool programs. Support and resources are available for these programs to help assist with preparing children for kindergarten. CCS participates in Child Find to identify and evaluate children with disabilities. In addition, we coordinate with the Babies Can't Wait Program to transition children with disabilities to school services before their 3rd birthday.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>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.</p>	<p>Chickamauga Elementary School (CES) is a Title I Targeted Assistance (TA) School. The Title I TA program ensures that all children have the same opportunities to learn and equitable opportunities for quality instruction. Eligible students are identified as having the greatest need for assistance or most at-risk for not meeting student academic achievement standards. The Title I TA program at CES provides supplemental instruction to eligible students in reading and math.</p> <p>The school utilizes multiple, educationally related, objective criteria to determine students who are eligible to be served in the TA program. Students are rank ordered based on academic need by content area and grade level. The following sources of information are used to determine eligibility and rank order: Georgia Milestones, STAR Reading, STAR Math, MAP, benchmark data, teacher checklists, RTI documentation.</p> <p>Ranking students is based on a point system where point values are assigned for each criterion. All students in grades 1-5 are listed on an Excel spreadsheet by grade level and content area (math and reading). A separate rank order list must be created for each grade level and core content area. Students are awarded points based on the results of the criteria. The students are sorted by rank order of points to identify students who are most at-risk of not meeting state standards. The Title I Teacher and Title I Director determine the number of students that can be served at each grade level and subject area. Once the total point value is determined then all students at that point value and above must be served. The Title I Director must review and approve the rank order lists prior to starting any services for eligible students. Title I teacher maintains a roster of students that have been identified as eligible.</p> <p>If for some reason students are not going to be served, then the next student on the list will be served. There are several circumstances where a student may not be served: a parent refuses services, a student withdraws from school, a student has made progress and does not need the service anymore, or a student is being served under an adapted curriculum.</p> <p>When a new student enrolls in school during the school year, the Title I teacher is notified and collaborates with the classroom teacher to gather data. The student is evaluated using STAR reading, STAR math, grade level benchmarks. It will be the same data used to match the rank order multiple selection criteria data. The student's rank order is determined, and he/she is added to the rank order list.</p> <p>There are a few situations where students may be missing data for the selected criteria. For students who come to the school from another state, who have been in a home school program or Special Ed. students who are being served under the adapted curriculum. For these students the Title I teacher will try to locate state assessment scores or assessment results from the home school program. In the case of a Special Ed. student on adapted curriculum, in collaboration with the Special Education Teacher, the Title I teacher can determine that the initiative is not appropriate for the student based on the current adapted curriculum being delivered. For a transfer student and/or homeschooled student if that data is not available, then the Title I teacher can use data from the student's educational records that closely matches the multiple selection criteria. The student's rank order is determined, and he/she</p>
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Title I, Part A - Targeted Assisted Schools Description

	is added to the rank order list. When a student that is Title I eligible transfers out of the school, then the next student on the rank order list will become Title I eligible and begin receiving services.
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>CCSD is made up of three schools: one elementary, one middle and one high school. Currently, Chickamauga Elementary is a targeted assisted Title I school. Gordon Lee Middle and Gordon Lee High School are non-Title I schools. Chickamauga Elementary School currently serves targeted assisted Title I eligible students in supplemental reading and math instruction. Students are identified through a multiple, educationally related, objective criteria format to rank order eligible students. Title I program ensures that all children have the same opportunities to learn and equitable opportunities for quality instruction. The school works with students, parents, and teachers to provide the assistance necessary for low achieving students to reach grade level standards. Students receive supplemental instruction from a Title I teacher through inclusion in the general education classroom utilizing small group and one on one instruction along with pull out of small groups and one on one. The Title I teacher plans a program for each student and works with the classroom teacher and parents to carry out the program. The Title I teacher implements evidence-based interventions based on the school's comprehensive needs assessment and school improvement plan. Software programs, supplemental instructional materials and technology tools are used to provide supplemental instruction in math and reading to Title I eligible students. The Title I teacher monitors progress weekly and makes any necessary changes to the student's program. After-school sessions and summer sessions are held for students who are at risk of failing reading and/or math. Student progress is measured through benchmark testing. STAR Reading, STAR Math and MAP data is used throughout the year to progress monitor at risk students. Teachers have received professional learning in many areas: MAP, differentiated instruction, depth of knowledge, Georgia Performance Standards, formative assessments, PLCs, and analyzing student data.</p> <p>Currently, there are no institutions for neglected and delinquent children located in our school district. However, if there ever is one then the District will collaborate with the facility and the students will receive academic support services just as other at-risk students do.</p> <p>The Chickamauga City School District works with its Title I school to provide assistance to parents in understanding state and district academic information connected to their student's learning and progress, as well as information regarding the Title I program. The Chickamauga Elementary School website contains resources and links to activities to help parents work with their</p>
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Title I, Part A – Instructional Programs

	<p>children at home. A Family Night takes place each year where parents and students participate in small group sessions where they learn strategies to help their children in reading and math. Parents receive a monthly parent newsletter that features activities and tips the family can use to help improve their child's reading and math skills. Parents are invited to all the school council meetings where they are able to learn more about the school improvement plan, school activities, and have an opportunity to provide input. Parents are given information on how to access the Infinite Campus Parent Portal so they can have access to their child's grades and attendance. Chickamauga Elementary School has a Parents Assisting Teachers and Students (P.A.T.S.) program where parents can volunteer to help teachers during the day at the school. Other activities that parents are encouraged to participate in include: PTO meetings, PTO events and activities, parent-teacher conferences, and the Renaissance Program</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>The Chickamauga City School System uses and processes the GaDOE Occupational Survey, coordinates with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) and coordinates with the GaDOE MEP Region 1 Office to identify potential migrant children and youth (ages 3-21) enrolled in our schools or residing in our district who are defined by the 2012 GaDOE MEP ID&R Handbook as: "A child who is, or whose parents, spouse, or guardian is a migratory agricultural worker including a migratory dairy worker, or migratory fisher; and who, in preceding 36 months moved, for economic necessity across school district lines on his/her own or to accompany such parent, spouse, or guardian in order to obtain or seek temporary or seasonal employment in agricultural or fishing work. The child is younger than 22 and his has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance)".</p> <p>The GaDOE Occupational Survey is part of the student application packet that is used with all new students and returning students enrolling in the district. Based on the answers, the form will be faxed to the GaDOE Region 1 office (as indicated on the bottom of the form). School enrollment records and personal referrals from the community, assist migrant staff to help identify potential participants. To assist Migrant Consortium Districts to appropriately and accurately identify eligible migrant students, State/Regional Recruiters/Specialists complete Certificates of Eligibility (COEs) which require a final approval from the GaDOE MEP Region 1 Office and are subject to Quality Control review. The Chickamauga City School System complies with all the federal and state ID&R guidelines and standards defined in the GaDOE MEP ID&R Handbook.</p> <p>The Chickamauga City School System works to ensure that all school records are transferred to receiving school districts in a timely manner and the records of enrolling students are promptly processed. In addition, to the approved methods used by the Chickamauga City School System to transfer the records of all students who move from one school district to another (both interstate and intrastate), the Chickamauga City Migrant Contact will also notify the Georgia Department of Education Migrant Education Program (MEP) Region 1 Office of any new students who enter or withdraw in order to assure continuity of services for migrant children and families. The Migrant Student Information Exchange (MSIX) will be used in the records transfer process.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>As a member of the Georgia Department of Education (GaDOE) Migrant Consortium, Chickamauga City School District will address the needs of eligible migrant education students in the same manner and with the same resources that are available to all other students. However, if an eligible migrant student has additional un-met needs due to his/her migratory lifestyle that affect academic performance, they will be studied collaboratively with the Migrant Consortium staff to determine the best ways to meet those needs. Utilizing Title I, Part C funds, the fiscal agent for the Migrant Consortium may provide funding for supplemental provision of school supplies; emergency medical, vision, and dental; referral to outside agencies; drop-out prevention and intervention support; English Language instruction; and support services for migrant in school, Drop-Out/Out-of-School Youth and pre-school children ages 3-22. Additionally, the GaDOE Migrant Education Program Region 1 Office provides technical assistance and programmatic support through assistance from Regional/State Recruiters and Program Specialists who support the work of the Consortium and District. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>CCSD has utilized the Student Success Process to help focus on meeting the needs of students with disabilities, build capacity at the district level to support leadership in data analysis, problem-solving, and utilize strategic school level interventions to reduce dropout and improve graduation rates for students with disabilities. The Director of Special Education works closely with teachers and administrators to provide technical assistance and monitor the progress in these activities through face to face meetings, email and phone correspondence, review of IEPs and other pertinent paperwork, classroom observations, professional learning communities and staff training. Professional learning is offered multiple times throughout the year either by the Director of Special Education, GLRS staff, GADOE staff and/or other outside resources The district will implement the following strategies to meet the IDEA performance goals.</p> <p>IDEA Goal 1: Teachers will utilize evidence-based interventions, formative assessments, differentiate instruction and integrate technology to enable students to make adequate progress and reach mastery of state standards. Teachers will participate in professional learning to gain the knowledge and tools needed to effectively work with students with disabilities. Teachers will participate in professional learning that teaches them how to build meaningful, productive relationships with every students to help create a safe, effective learning environment. School personnel will identify and form relationships with at risk students with disabilities in grades 6-12 and their families emphasizing the importance of attendance and education. Co-teaching and Inclusion classes will be utilized and additional instructional assistance will be provided by paraprofessionals in some of the general education classrooms. Teachers will provide multiple opportunities and utilize varied assessment methods to allow students to demonstrate improved performance. Time will be provided for teachers and students to visit the next school to help with transition to the next school level (elementary to middle and middle to high).</p> <p>Beginning in middle school, special education teachers will communicate with parents and students with disabilities regarding diploma options, high school coursework, and graduation requirements. Additionally in 8th grade, a transition plan is developed for all students with disabilities. The transition plan is based on formal and informal information collected from the students and parents. Teachers are trained annually through in person meetings, and/or online modules on how to write effective transition plans. The SWD completes the Chickamauga City Schools Student Interest Inventory and at least one Career Interest Inventory. Data from these inventories is used in the development of the transition plan. The transition plan is reviewed at least</p>
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IDEA Performance Goals:

	<p>annually at IEP meetings. During the junior and senior year, SWD are referred to Georgia Vocational Rehabilitation Program (VR). The VR counselor comes to GLHS to work with the students to assist them in gaining skills and experiences that will prepare them for work after school completion.</p> <p>Annually, the SWD in 11th grade attend the Walker County Transition Fair at Georgia Northwestern Technical College. This fair gives the students an opportunity to learn more about the GNTC post secondary programs and be exposed to other resources that may be needed in the future. Sver the past few years, we have had a few students participate in the Walker County Project Search program. This program is a one year Transition-to-Work Program that helps prepare SWD for success in competitive employment. Students who qualify for Project Search are transitioned into a work based learning program where they work daily at the local hospital. A case manager and assistant are on-site to facilitate this learning experience.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>IDEA Goal 2: CCSD participates in Child Find process and the Director of Special Education coordinates the Child Find procedures and works with Early Childhood providers/programs to locate, identify, and evaluate children with suspected disabilities and developmental delays. The Director of Special Education works to ensure young children (ages 3-5) receive a comprehensive evaluation to determine eligibility for special education and related services and supports, and coordinates, and integrates services with early childhood programs. The Director of Special Education works with the Babies Can't Wait (BCW) coordinator to receive referrals and plan the transition conference. The parent, BCW coordinator, Director of Special Education, Educational Diagnostician, and School Psychologist serve as the transition team. Once records are reviewed and parent written consent is obtained CCSD conducts a comprehensive evaluation which includes formal and informal assessment of all areas related to any suspected eligibility: vision and hearing, health, social and emotional, general intelligence, academic performance, communication and motor abilities. The parent, Director of Special Education, Educational Diagnostician, School Psychologist, Special Ed. Early Childhood provider, General Ed. Early Childhood provider, Speech/Language Pathologist and related service providers participate in the eligibility determination meeting and IEP development. This entire process must be completed by the child's 3rd birthday. In addition, children suspected of having disabilities who are not receiving services may be referred by parents, child care providers, early regular childhood providers and other individuals. The Director of Special Education works with the Head Start Program, local daycares, state funded Pre-K programs, and church daycares to locate, identify, and evaluate young children with suspected disabilities or developmental delays. The Director of Special Education is responsible for implementing procedures and coordinating the entire process from initial referral to determining eligibility to offering and providing special education services and supports. This process requires the school system to work with the parent and/or early childhood</p>
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IDEA Performance Goals:

	<p>provider to identify, implement, and/or monitor appropriate early childhood evidence-based interventions. The school system provides special education services and supports for young children in the "least restrictive environment" and ensures a full continuum of services is available: regular early childhood setting, special education early childhood setting, home, service provider location, separate school, and residential setting. Services are provided either on a full-time or part-time basis.</p> <p>The Director of Special Education is responsible for posting and updating Child Find information on the district website and placing an announcement annually in the local newspaper notifying the public of Child Find. Both of these postings provide the Director of Special Education's contact information: name, address, email and phone number. Many activities are in place to work with and educate service providers on what to look for and how to recognize developmental delays. Annually, personnel from the Speech and Hearing Center come to Chickamauga Elementary School to provide free hearing screenings to current students and siblings not in school yet. In addition, they travel to the local daycare center and state Pre-K program to conduct free hearing screenings. At least 1-2 times per year at the Elementary School PTO meetings parent resources are available related to: child development, vision and hearing screenings, community resources, Babies Can't Wait information, and activities and ideas for parents to use at home. In the spring each year an early childhood teacher from our elementary school visits the PreK class at Head Start- reads to them, shares information about kindergarten, and gives each student a book about starting Kindergarten. Throughout the year the Director of Special Education works with local daycares, church preschools, and state funded PreK programs to assist in the transition of children to kindergarten. The Director meets in-person annually with each organization to gather input and provide Child Find requirements, educational materials, child developmental information and resources for these programs. In addition, the Director monitors these activities through email and phone correspondence and in-person visits. The Director of Special Education is responsible for providing professional learning and technical assistance to staff, outside agencies, parents, and any others identified as needing additional support.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum</p>	<p>IDEA Goal 3: The CCSD monitors and ensures that students who are eligible for special education from ages three through twenty one, residing within the District, receive a free appropriate public education (FAPE). Written policies, procedures and practices are in place at the district and school level to ensure students with disabilities (SWD) receive FAPE and are educated in the least restrictive environment (LRE).</p> <p>The Director of Special Education is responsible for implementing and monitoring the policies, procedures and practices to ensure compliance with IDEA requirements. Throughout the school year, the Director of Special Education provides technical assistance to the special education teachers</p>
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IDEA Performance Goals:

<p>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</p>	<p>regarding: FAPE, eligibility procedures, IEP procedures, and least restrictive environment (LRE). Annually, during preplanning, the Director of Special Education meets with all special education teachers and paraprofessionals to go over practices and procedures. At the beginning of each school year, the special education teachers are given a special education procedures manual that is updated annually. Throughout the school year, the Director of Special Education provides training and monitors compliance through face to face meetings, written correspondence, online modules, webinars, classroom observations, and professional learning communities. Additionally, the special education staff is provided training and technical assistance based on current identified needs. Any time a special education teacher participates in training, he/she first must complete and submit a prior approval form to the Director of Special Education and a training evaluation must be completed after completion of the training. At any time, if any policies or procedures are not being following then the Director of Special Education provides technical assistance to ensure compliance.</p> <p>To monitor and improve the provision of FAPE and LRE for SWD, the Director of Special Education reviews the state FTE reports, student records and the Annual Special Education Performance Summary reports. The Director of Special Education attends state conferences and workshops offered through GaDOE and professional learning opportunities available through RESA and GLRS. The Director of Special Education attends monthly special education administrator consortium meetings at NWGA RESA/GLRS to collaborate with other directors, receive updates from GaDOE, stay current on rules, policies and procedures, and gain knowledge on how better to serve students with disabilities. The Director of Special Education also participates in the monthly GaDOE Directors webinars. After each of these monthly meetings and any other trainings, the Director of Special Education shares up to date information with the special education teachers through face to face meetings and email or phone correspondence. The Director meets with special ed. teachers as a whole group a minimum of three times throughout the school year and meets with special ed. teachers by school at least one time per month. At the monthly district administrative meetings, the Director of Special Education provides district and school level administrators with current information regarding special education rules, regulations, practices, and procedures. The district level special education staff that consists of the Director of Special Education, Educational Diagnostician, and School Psychologist meet monthly throughout the school year to review practices and procedures regarding evaluations, eligibilities, re-eligibilities, timelines and any other identified areas of need. All three individuals review all psychological reports and eligibility reports to monitor for compliance.</p> <p>Our district utilizes the GoIEP system. The Director of Special Education is able to monitor eligibility and IEP procedures and ensures LRE and FAPE is being provided through the GoIEP system. The Director reviews all draft IEPs, Eligibility and Re-eligibility reports before the meetings. The Director attends the majority of IEP and Reevaluation Data Review meetings as the LEA</p>
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IDEA Performance Goals:

	<p>Representative. This allows the Director to monitor compliance and provide technical assistance to ensure procedures are being implemented to ensure FAPE is being provided. The Educational Diagnostician also attends the Reevaluation Data Review meetings to monitor and ensure the reevaluation process is being followed and completed correctly. By reviewing IEPs, the Director is able to ensure SWD are being educated with students who are not disabled and only removed from the regular educational environment when the nature or severity of the disability is such that education in the regular classroom with the use of supplementary aids and services cannot be achieved satisfactorily. In addition, monitoring of the IEPs ensures that SWD participate with non-disabled students in non-academic and extracurricular services and activities to the maximum extent appropriate. A student's IEP must be appropriate and address what the individual child needs in order to make educational progress. Special education teachers utilize multiple sources of data to progress monitor and determine present levels of performance: summative data, formative data, benchmark assessments, formal and informal classroom data and progress on current IEP goals. A full continuum of service options are available to meet the individual needs of SWD: regular education, additional support services, consultative, collaborative, co-teaching, small group outside the regular ed. classroom, separate school, home-based instruction, residential placement, hospital/homebound (short term or intermittent). At IEP meetings, after the IEP team has reviewed all required information and developed the IEP, the team will make the decision as to where services need to be delivered in order to enable the student to receive FAPE.</p> <p>The Special Education teachers are responsible for communicating and working with the General Education teachers, working with SWD, to implement the IEP. Special Education teachers are required during preplanning, before students come to school, to meet with all general education teachers that will be teaching a SWD to discuss the student's IEP, accommodations and supports. General Ed. teachers are required to sign a document indicating they have reviewed and understand this information. Whenever an IEP meeting is held during the school year and an IEP is developed or amended the Special Education teachers are required to give this updated information to the general education teachers again.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance?</p>	<p>IDEA Goal 4: Chickamauga City School District (CCSD) monitors and ensures compliance with IDEA and State Special Education laws and regulations. Written policies, procedures and practices are in place at the district and school level. The Director of Special Education ensures that all regulations are followed regarding pre-referral interventions, child find, evaluations, eligibilities, and IEPs. Students with disabilities are identified, evaluated and provided appropriate educational services and/or accommodations. General Ed. and Special Ed. staff at the district and school</p>
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IDEA Performance Goals:

<p>Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>level work collaboratively to ensure the consistency and quality of special education and related services within the schools.</p> <p>The Director of Special Education is responsible for the timely and accurate data submission through the SE Applications Dashboard. Throughout the school year, the Director of Special Education monitors data and provides technical assistance to the special education teachers regarding: compliance requirements, GoIEP, Individual Education Plans (IEPs), timelines of IEPs and redetermination meetings, parent involvement, working with general education teachers, GAA, state testing accommodations, student supports and services, transition plans, other program related requirements, and current identified needs. The Director of Special Education meets with all special education teachers and paraprofessionals during preplanning to review practices and procedures. All special education teachers receive a procedures manual. The Director of Special Education meets monthly with the School Psychologist and Educational Diagnostician to review practices and procedures regarding evaluations, eligibilities, re-eligibilities, timelines, and other areas of need. The Director of Special Education meets monthly with district and school administrators and provides current information regarding special education rules, regulations, practices, and procedures. Throughout the school year, the Director of Special Education provides training and monitors compliance through in-person meetings, written correspondence, online modules, webinars, classroom observations, and professional learning communities. At any time, if any policies or procedures are not being followed then the Director of Special Education provides technical assistance to ensure compliance.</p> <p>The Director of Special Education monitors and reviews IEPs and Eligibility reports through the GoIEP system; attends many IEP and Redetermination meetings as the LEA Representative; monitors timelines for IEPs and Redetermination meetings; monitors the 60-day timeline for initial evaluations; provides special education teachers and paraprofessionals support through professional learning activities and instructional materials and resources; and provides support to general education teachers in educating students with disabilities. The state complaint procedures for IDEA are followed.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Our mission is to provide a challenging and engaging educational program to meet the needs of all learners. Student learning is our primary focus and we believe all students can learn given a positive, safe, and supportive environment where all students have access to an enriched curriculum with personalized learning and academic support. We want to provide well-rounded educational opportunities to meet the needs of all learners. Based on the current needs assessment completed by district and school leaders, as well as, instructional staff indicated there is a need for more individualized instruction to effectively meet the needs of all learners. Teachers have had professional development in several areas including technology proficiency, depth of knowledge, and data analysis to help them be able to provide a more rigorous and challenging curriculum, but feel they need additional assistance to guide them in making instructional decisions that will enable them to provide more personalized learning. By accomplishing this goal, teachers will be able to utilize a formative assessment tool, analyze formative assessment data, identify individual student learning needs (gaps and strengths), differentiate instruction and maximize instructional time for every student, which will ultimately result in higher achievement for all.</p> <p>For the past 2 years, grades 3-8, have utilized the Measure of Academic Progress (MAP) program. This assessment tool allows teachers to measure student achievement and growth. It provides teachers with accurate and actionable evidence to help target instructions for students. It has greatly enhanced teachers' ability to plan for differentiated instruction, develop interventions for struggling students and identify what students are read to learn next. Not only does MAP provide personalized learning for every student, it also provides teachers with data to implement school-wide approaches to inform instruction, personalize instruction and support teacher collaboration to maximize student performance. After utilizing the MAP program the first year and receiving positive responses and results, it was decided to continue with this program and add an additional grade level and additional resources. MAP assessment results are integrated with Exact Path which provides content and instructional materials to create individualized learning paths for each student. Exact Path provides quality academic support, practice and real-time assessment data. In order to fully utilize these programs and maximum results, each school reviewed their daily/master schedules to ensure that ample time is provided to fully implement and provide follow-up individualized instruction to each student. Teachers and school leaders created a plan to utilize the MAP Growth Assessment tool and implement Exact Path. The plan included administration dates, how and when the data will be analyzed, how the results will be used and incorporated into instruction, and</p>
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Title IV, Part A – Activities and Programming

	<p>progress monitoring of the plan. In addition, teachers received high quality professional learning to help teachers and school leaders to effectively use assessment results and data to personalize classroom instruction and improve student outcomes. Results from the staff needs assessment survey indicate positive results regarding the MAP assessment and Exact Path. 100% of teachers indicated that the MAP assessment provided them with useful data in identifying where each student was academically which allowed them to differentiate instruction for all students. Teachers did indicate that the MAP assessment was time consuming but 93% of teachers said it was worth the time to get the results/information that is provided by the test. On a scale of 1-5, teachers rated the effectiveness of MAP as a 4. Based on survey results regarding Exact Path, 76.2% of teachers felt that Exact Path helped remediate and accelerate their students. Overall, Exact Path has been effective. The teachers are feeling more comfortable administering the MAP and analyzing the MAP data but have asked for more professional learning in utilizing Exact Path. They indicated a need for more support on how to utilize Exact Path to differentiate learning and provide a personalized learning plan for each student.</p> <p>1. WELL-ROUNDED EDUCATIONAL OPPORTUNITIES</p> <p>Overarching Need #1- Action Step #3</p> <p>OBJECTIVE 1 (continuing): During the 2022-2023 school year, teachers and school leaders will participate in Professional Learning Communities (PLC), two times per month, that focus on understanding formative assessments and how to effectively analyze formal and informal data to identify student needs and inform instruction.</p> <p>INTENDED OUTCOME 1:Increase knowledge and use of formative assessments, data analysis, and differentiated instructional practices.</p> <p>Overarching Need #1- Action Step #9</p> <p>OBJECTIVE 2 (continuing):During the 2022-2023 school year, teachers and school leaders will complete two training sessions on MAP and Exact Path.</p> <p>INTENDED OUTCOME 2:Increase knowledge and skills to administer and analyze MAP Growth data and utilize Exact Path to create individualized student learning paths.</p> <p>Overarching Need #2- Action Step #2</p> <p>OBJECTIVE 3 (continuing): During the 2022-2023 school year, teachers will administer the MAP Growth formative assessment at least 3 times per year and analyze data to identify student learning needs, differentiate instruction, monitor student progress, and increase student achievement.</p> <p>INTENDED OUTCOME 3: Provide the data needed for teachers to identify student learning needs, differentiate instruction, and monitor student progress to increase student achievement.</p>
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Title IV, Part A – Activities and Programming

	<p>Overarching Need #2- Action Step #7 OBJECTIVE 4 (continuing): During the 2022-2023 school year, the MAP Growth Assessment will be purchased and utilized in grades 2-8. INTENDED OUTCOME 4: Provide the tool needed to measure individual student achievement and growth so teachers can analyze data to target and plan for differentiated instruction.</p> <p>Overarching Need #2- Action Step #8 OBJECTIVE 5 (continuing): During the 2022-2023 school year, Exact Path will be purchased and utilized in grades 2-8. INTENDED OUTCOME 5: Provide the content and instructional materials to utilize individualized learning paths that provide academic support, practice and real-time assessment data.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>Throughout the school year, on-going consultations and progress monitoring of these activities and programs will be completed. The District Leadership Team and School Improvement Teams meet monthly to review the implementation and progress monitor programs. Professional Learning Communities meet at least two times per month and will be gathering input and reviewing the progress. District and school leaders conduct walkthrus throughout the school year, where teachers and students can be observed and activities and programs monitored. A needs assessment will be conducted to include data from program evaluations, student performance, and stakeholder perceptions. This data will be reviewed to determine effectiveness of the activities and programs.</p> <p>At the end of the school year when all assessment, progress, and survey data is available, the District Data team will meet to assimilate the data, target areas in most need of improvement and determine strategies to implement in the coming school year. Input is sought from every avenue-- Board members, school council members, parents, teachers, administrators, students, community members, business representatives, RESA personnel and other school districts who are being successful in areas we have cited for improvement. From all the data analysis and input, district level goals will be determined for the next school year. Principals will present a synopsis of their school's goals and performance measures and improvements made for the school year. Performance measures will also be posted on the district website for public review, and a state of the school district newspaper article will be published each year to provide a review of the school year and a forecast of the focus for the next school year.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>For 2022, our first equity gap was "inexperienced leaders (principals or assistant principals with less than four years of experience)". The interventions used were effective but need to be maintained due to the fact that we still have three new leaders who still fall under that description. The strategies and interventions were successful with previous inexperienced leaders. Furthermore, we have been able to keep those three "inexperienced leaders" in the same positions and have not added any other "inexperienced leaders" to that total. Therefore, we plan to maintain those same interventions.</p>
<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>In our Equity Plan, we have two Equity Gaps. The first one is linked to "inexperienced leaders (principals or assistant principals with less than four years of experience)". We still have this gap due to the fact that we only have six school level administrators and three of those fall under the definition of "inexperienced leaders" due to the fact that they have not been in a leadership role with us for more than four years. Two of these "inexperienced administrators" are in our middle school and make up our entire administrative staff at that school. The third one is in her third year as an assistant principal at the elementary school. The overarching need that this gap comes from is "to enhance professional learning communities". Based on survey data, our professional learning communities are improving, leading us to believe that while our administrators do not have the required number of years to be considered experienced, they are being more effective in leading professional learning communities. System-wide, the results show that 89% of our staff feel that PLCs were either effective and needed to be maintained or were effective but needed to be adjusted. Therefore, leading us to believe that if we continue with the interventions that are in place we will be able to eliminate the equity gap.</p>

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

<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Abandon Activities/Strategies</p>	<p>For 2022, our second equity gap was "student achievement identify subgroups, grade level span and content area(s)". The strategies and interventions used were effective and we do plan to maintain these interventions but we do feel that we need to adjust some of the activities and strategies.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>The second one is linked to "student achievement identify subgroups, grade level span and content area". We feel this gap still remains even though we did see some progress in the students with disabilities and economically disadvantaged subgroups, we did not see the improvement we had hoped. When comparing SWD subgroup results from 2019 to 2021 there was not much change. In all the Math and ELA assessments in grades 3-5 and 6-8 less than 15% of SWD scored in levels 3 and 4. Too many SWD are scoring in level 1 or 2. This is somewhat discouraging based on the programs and opportunities that have been put into place since COVID started in March 2020. A more encouraging analysis can be seen when looking at SWD scores falling in Levels 2, 3, or 4. In 2021, in ELA, 48% scored in Levels 2, 3, or 4 and 63% in Math. Results for SWD subgroup from 2022, show there was an increase in the percentage of SWD scoring in Levels 2, 3, or 4: 50% in ELA and 66% in Math. That is a 2% increase in ELA and a 3% in Math. Based on 2021-2022 teacher survey results, 77% of teacher feel that the special education program is very effective or effective. When comparing 2018 and 2019 CCRPI data the SWD subgroup made progress but did not meet improvement targets in math in grades (6-8). The SWD subgroup made progress and met improvement targets in ELA in grades (3-5), (6-8) and (9-12) and in math in grades (3-5) and (9-12). The ED subgroup made progress and met improvement target in ELA in grades (3-5) and (6-8) and in math in grades (3-5). The ED subgroup did not make progress or meet improvement target in ELA in grades (9-12) and in math in grades (6-8) and (9-12).</p>
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	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