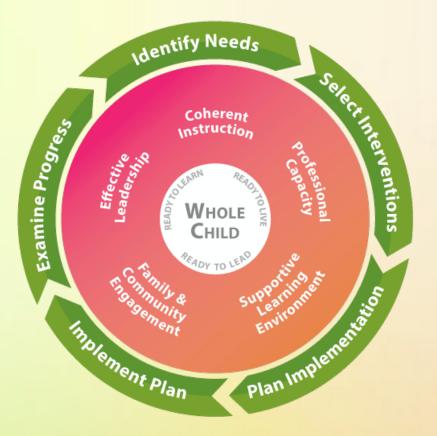# Comprehensive Needs Assessment
2023 - 2024 District Report

Tattnall County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Gina Williams / Dr. Carla Waters
Multiple Program(s)	Federal Programs Director	Dr. Tisha Holland
Multiple Program(s)	Curriculum Director	Dr. Kristen Waters
Multiple Program(s)	School Leader (#1)	Mr. Donny Sikes, Mrs. LaKisha Bobbitt, Dr. Christine Jenkins, Mr. David Tucker, Dr. Kristi Kaiser
Multiple Program(s)	School Leader (#2)	Mrs. Jill Woodson, Mr. Jonathan King
Multiple Program(s)	Teacher Representative (#1)	Mrs. Jessica Dutton
Multiple Program(s)	Teacher Representative (#2)	Mrs. Rachel Strickland
McKinney-Vento Homeless	Homeless Liaison	Dr. Tisha Holland
Neglected and Delinquent	N&D Coordinator	Dr. Tisha Holland
Rural	REAP Coordinator	Dr. Tisha Holland
Special Education	Special Education Director	Mrs. Nicole Balkcom
Title I, Part A	Title I, Part A Director	Dr. Tisha Holland
Title I, Part A	Family Engagement Coordinator	Ms. Tarsha Brown
Title I, Part A - Foster Care	Foster Care Point of Contact	Dr. Tina Debevec
Title II, Part A	Title II, Part A Coordinator	Dr. Kristen Waters
Title III	Title III Director	Dr. Tisha Holland
Title IV, Part A	Title IV, Part A Director	Mrs. Lisa Trim
Title I, Part C	Migrant Coordinator	Dr. Kristi Hernandez

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Dr. Carla Waters
Multiple Program(s)	Testing Director	Mrs. Christy Tatum
Multiple Program(s)	Finance Director	Mrs. Debbie Powell
Multiple Program(s)	Other Federal Programs Coordinators	Dr. Tina Debevec, Director of Health & Social Services / Dr. Cindy Boyett Data Analyst

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	CTAE Coordinator	Dr. Dina Deloach
Multiple Program(s)	Student Support Personnel	Mr. Chris Freeman
Multiple Program(s)	Principal Representatives	Dr. Kristi Kaiser
Multiple Program(s)	High School Counselor / Academic Counselor	Mrs. Shaqulia Foreman
Multiple Program(s)	Early Childhood or Head Start Coordinator	Mr. Chris Freeman
Multiple Program(s)	Teacher Representatives	Mrs. Amy Bratcher, Mrs. Mallory Jenkins
Multiple Program(s)	ESOL Teacher	Mrs. Stacey Tatum, Dr. Claudia Martinez
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Dr. Kristi Hernandez
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	Ms. Angie Kight
Special Education	Student Success Coach (SSIP)	Mrs. Julie Edwards
Title II, Part A	Human Resources Director	Mrs. Gwenda Johnson
Title II, Part A	Principal Supervisors	Dr. Carla Waters
Title II, Part A	Professional Learning Coordinators	Dr. Kristen Waters
Title II, Part A	Bilingual Parent Liaisons	Ms. Vielka Flowers
Title II, Part A	Professional Organizations	Ms. Nitonia Purdiman
Title II, Part A	Civil Rights Organizations	Mrs. JoAnn Anderson
Title II, Part A	Board of Education Members	Mr. Richard Bland
Title II, Part A	Local Elected/Government Officials	Sheriff Kyle Sapp
Title II, Part A	The General Public	Mrs. Halye Peacock, Mrs. Cita Anderson
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	Mrs. Tracy Sikes
Title IV, Part A	Media Specialists/Librarians	Mrs. Julie Blocker
Title IV, Part A	Technology Experts	Mrs. Lynna Hilliard, Dr. Starla Barker
Title IV, Part A	Faith-Based Community Leaders	Mr. Marc Foster

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)	Deisy Lopez, Eli Debevec, Addie Waters, Yulissa Tovar
Multiple Program(s)	Private School Officials	Ms. Lou Ann Farrow
Migrant	Out-of-School Youth and/or Drop-outs	Mr. Larry Smith
Title I, Part A	Parent Representatives of Title I Students	Mrs. Victoria Autry, Mrs. Haley Peacock, Mrs. Jessica Dutton
Title I, Part A - Foster Care	Local DFCS Contacts	Kelli Altman
Title II, Part A	Principals	Mr. Donny Sikes, Mrs. LaKisha Bobbitt, Dr. Christine Jenkins, Mr. David Tucker, Dr. Kristi Kaiser
Title II, Part A	Teachers	Mrs. Mallory Jenkins, Mrs. Rachel Strickland, Mrs. Jessica Dutton, Mrs. Tori Flowers, Mrs. Jessica Helms
Title II, Part A	Paraprofessionals	Mrs. Emily Callaway, Ms. Adilene Melchor
Title II, Part A	Specialized Instructional Support Personnel	Ms. Lisa Tyler, Ms. Nitonia Purdiman
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Mrs. Casey McCall - Ogeechee Tech, Dr. Claudia Martinez - Georgia Southern University
Title III, Part A	Parents of English Learners	Ms. Andrea Garcia

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Mr. Richard Smith
Multiple Program(s)	Technical, College, or University Personnel	Mrs. Casey McCall - Ogeechee Tech
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Mrs. Kim Bland, Mrs. Laura Maybin, Mrs. April McFadden, Mrs. Ashley Perez

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Ms. Nieves Blocker - Kiddie Kastle-Telamon
Migrant	Migrant PAC Members	Ms. Consuela Ram'an
Migrant	Local Farmer, Grower, or Employer	Mr. Alan and Mrs. Tracy Sikes
Migrant	Family Connection Representatives	Ms. Becky Anderson
Migrant	Local Migrant Workers or Migrant Community Leaders	Ms. Flo Castillo
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	Mrs. Wanda Mosley
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	Ms. Synita Mathis
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	Ms. Sara Mercer, Southeastern Tech
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	None in Tattnall County
Special Education	Parents of a Student with Disabilities	Mrs. Elizabeth James
Special Education	Parent Mentors	Mrs. Cindy Palma
Title II, Part A	School Council Members	Mrs. Danielle Shaff, Mr. Micah King, Mrs. Ashley Perez, Mrs. Kasey Rigdon

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Using the guidance provided by the Office of Federal Programs through GaDOE, and giving consideration to local practices and initiatives, the district can ensure that an inclusive group with varied perspectives participated in the process. All attempts were made to include individuals of different nationalities, socio-economic status, and ethnic groups. The demographics of students enrolled were studied and attempts were made to replicate this diverse group in the selection of stakeholders.

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?	The Tattnall County CNA meeting was held on April 26th. School leaders and stakeholders examined reading and math data by grade level, school level, and district level. Strength and weaknesses were discussed and areas of improvement were planned for the upcoming year. Stakeholders present at meeting were able to provide input for planning of next year and offer input. Stakeholders that were not able to attend were given the opportunity to complete online surveys. CLIP required stakeholders were asked to provide input during the meeting and/or by completing the Tattnall Federal Programs Surveys. Stakeholders were mailed/emailed a letter explaining the CNA process. Stakeholders were also invited to provide input through a survey. The

	surveys were posted on individual school social media and/or emailed as well as the district website. This method allowed all stakeholders an opportunity to provide input. Surveys completed were: Title I Family Engagement Survey, Title IC Migrant Parent Survey, Title III ESOL Parent Survey, Federal Programs Leadership, Teacher and Paraprofessional Survey, and/or Federal Programs Community & Business Survey.
	The Tattnall County Migrant Lead Recruiter delivered letters in Spanish to our Title IC Migrant parents, Title III ESOL parents, and Title IC OSY/DO students and got their signature to document that they were asked to participate and complete surveys. The ESOL teachers and migrant SSPs at each school made direct contact by phone, email, or in person with parents regarding completing the surveys. The migrant parents were also able to complete the Title IC Migrant Parent Survey during the third PAC meeting in March. The data they provided was collected and used for program evaluation and improvement. A copy of the letter and directions for completing either the Title IC Migrant Parent Survey, Title III ESOL Parent Survey and Title I Family Engagement Program Survey was given to each stakeholder.
	A stakeholder master list was created and date of letter mailed or emailed was documented. Stakeholder signature and/or email documented participation in CNA process.
	Students in grades 3 - 12 completed the Elementary OR Middle/High School student survey depending on grade level. Migrant students in grade 3-12 completed the Title IC Migrant Student Survey. ESOL students in grade 3 -12 completed the Title III ESOL Student Survey. Tattnall County Staff completed the Leadership Survey.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership:The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism:The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Survey data were analyzed to include: 2022-2023 Federal Programs Leadership, Teacher, and Paraprofessional Survey (which include migrant SSPs) 2022-2023 Federal Programs Community and Business Survey 2022-2023 Title I Family Engagement Survey 2022-2023 Title IC Migrant Parent Survey 2022-2023 Title III ESOL Parent Survey 2022-2023 Elementary School Student Survey grades 3-5 2022-2023 Middle/High School Student Survey grades 6-12 2022-2023 Title IC Migrant Student Survey grades 3-12 2022-2023 Title III ESOL Student Survey grades 3-12 2023 Georgia Student Health Survey - not available at time of CLIP submitted deadline 2022-2023 Employee Exit Survey

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?")	Employees see a need for professional development in the areas of SWD and Economically disadvantaged students as well as RTI, ESOL, Migrant, Gifted and classroom management. Staff also saw a moderate to high need for professional development in reading, English Language Arts and math content areas. Staff members do believe that ongoing job-embedded support for teachers has been effective, including the support offered by academic coaches and mentor teachers. Teachers also believe that the provided professional learning opportunities have been effective. In the Exit survey, employees stated various reasons for leaving the system as being retirement, leaving education field, and relocation. The FY23 Exit survey data indicated: ● Resources and Curriculum Support - 92.9% satisfied ● Facilities and Maintenance/Appearance - 85.7% satisfied ● Support from Principal - 78.6% satisfied (Comments centered around discipline was not handled with consistency, office referrals were often replaced with lunch detentions and students disrupting the learning environment received no consequences.) ● Support from Central Office - 85.7% satisfied ● Professional Development - 85.7% satisfied ● Employee Pay and Benefits - 71.4% satisfied (Comments centered around Employee Benefits (insurance) - the coverage is not what it used to be and

teachers need higher salaries for what they are asked to do. We are on the state salary scale and we offer employee retention bonuses once a year. Supplements are competitive and comparative to our region.)
- Technology Resources - 85.7% satisfied

The parent and community stakeholders indicated that they have opportunities to become engaged in activities to support teaching and learning initiatives. Over 100% believe that the school district promotes a positive learning and work environment and offers clean and safe schools. Most believe students have access to appropriate supports and interventions and that the teachers are highly effective. Those surveyed believe that the district provides educational opportunities using state of the art technology.

Parents prefer notifications by text message (Dojo, Remind 101), email, personal phone call, social media and website postings. Parents also use school signs, written messages and robo calls for information access. Migrant families often cannot come to meetings because of work schedule, lack of transportation, and legal immigration issues. Parents like access to PowerSchool to access current information and student grades. We use various methods to communicate with families/community such as provide letters home for parents with no internet access, and we provide letters in home languages whenever possible. Parents have asked for future meeting topics to give ideas on how they can help the achievement of their child. Parents are open to opportunities to be involved in volunteer opportunities at school. We use migrant PAC meetings to sign parents up with PowerSchool accounts. We get one of the registrars to attend to help the parents sign up and learn to navigate the program. Parents are encouraged at the time of enrollment, at school functions, and any time during the school year to sign up for the parent portal.

Through perceptions from the Family and Engagement survey, parents feel admin and teachers are doing their part to invite parents to be involved in their child's education by constantly encouraging them, but many parents still are not involved. 94% of staff indicated that there is a lack of parent involvement that contribute to poor academic performance. Some reasons given for not attending school events were: not aware, inconvenient time and date, and not relevant. Parents were asked about ways to improve participation. The results were: (Elementary) better notification, child care provided; (Middle) notification, convenient time, child care provided, engaging activities; (High) advanced notification, child care provided, better communication.

Parents do not believe that they always have access to pertinent information in order to assist their child with assignments, and they don't always receive responses in a timely manner when they do attempt to contact their child's teacher. Some parents would like a textbook that can be brought home, so they can help their child. Communication plans are in place for elementary, middle, and high school and have strengthened parent-school communication. The surveys were more positive in this area this spring. Personnel is not always able to make direct contact through text, phone and mail, due to parents not keeping current phone numbers and addresses updated in PowerSchool when there is a change.

Survey data shows that leadership, teachers and paraprofessionals (94%) agree that a lack of parent involvement/parent skills contribute to poor academic and performance. 78% of this same group believe that the home-school

compact is a useful tool for enhancing communication to improve student learning. Parents sign the compact regardless of whether they buy into the concept or not. 94% of employees strongly agree that frequent absences, tardies, check outs and lack of parent involvement contribute to poor academic performance. 96% of staff believe that students have benefited from Title I services.

Title IC Student Survey: 96% feel they are treated fairly by teachers; 92% feel that SSPs help students with problems. 95% want to graduate High School and 86% want to attend college. They would like to see Migrant Summer School reinstated, field trips, more college experiences, and job visitation experiences.

Title III Student Survey: 94% feel that teachers treat them fairly, 87% feel that teachers pay attention to them during class, and 87% feel that their teachers encourage them to study hard. 87% feel they are doing well in school. 92% want to graduate from HS, and 80% want to attend college. 92% of students feel their English is excellent/good. 67% say English is NOT the primary language spoken at home and 55% parents do not speak and understand English.

Both 48% of Migrant and 45% of ESOL students feel that their parents are not involved in school activities. Both migrant and ESOL students stated that they felt that their parents weren't as involved in school activities because they have to work long hours and take care of younger children and the family.

According to the Elementary Student Survey report, a majority of 93% of students feel safe in school. 95% of the students also believe their teachers care about them. 88% of students feel that they are academically challenged by the work and 93% believe that they know what they are supposed to be learning in classes. During the past school year with the continuation of cleaning, 84% of students feel that they are very protected or somewhat protected from sickness such as COVID.

The Middle School Student Survey showed that over 93% of students feel safe while at school. 81% of middle school students feel accepted and 86% feel that teachers care for them. Most of the middle school students feel respected. The majority of the middle school students stated they found their school work meaningful and were engaged in their school work by listening to the teacher teach during whole group discussions, working in small groups, completing work on paper and Chromebooks, and working on projects or research. During the past school year with the continuation of cleaning, 71% of students feel that they are very protected or somewhat protected from sickness such as COVID.

The High School Student Survey showed that 83% of students feel safe, 78% of students feel like they belong and 80% feel that teachers care. 73% feel that teachers are understanding when they have personal problems and 84% feel teachers treat them fairly. The majority of the high school students feel that the teachers try to help. 71% of high schools students plan to attend a 2-year community college or a 4-year college. Students like the new block schedule because they have more time to prepare and have more opportunities to succeed. Students stated that they have many choices of classes that lead to a desired pathway in life. Students also appreciate how the teachers are understanding and supportive of the students that also do extracurricular activities beyond academics. Students like the variety of clubs and sports available at the high school.

2020-2021 Georgia Student Wellness Survey was given to 6th-12th grade

	students. 764 students completed the survey. 651 students know a student at their school that they can talk with if they need help. 607 students know an adult at school that they can get help. 478 students feel stressed sometimes or always. The top three causes of stress included demands of school work, school grades, and family reasons. 2019-2020 Georgia Student Health Survey shows that more middle school students compared to high school students like school and look forward to attending school. Over 70% of middle school and high school students do feel like they fit in at school and are successful. For the most part, the Student Health Survey results indicate that students feel safe and fit in our schools, however continued initiatives to improve safety and drug awareness activities are beneficial. Students are showing a continued need for mental health resources. 2021-2022 Georgia Student Health Survey was voluntary. Tattnall County's 3rd-8th graders participated in the survey. 91% of elementary and 69% of middle school students like or look forward to attending school. 94% of elementary and 52% of middle school students feel that students treat each other well with respect. Over 78% of middle school students do feel like they fit in at school and 82% feel successful at school. For the most part, the Student Health Survey results indicate that students do feel safe and fit in the schools. Tattnall continues offer safety and drug awareness activities. Students continue to show a need for mental health resources. 2022-2023 Georgia Student Health Survey results not available as of 6/5/23.

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)	Curriculum Implementation/effectiveness - All schools in the district viewed and compared data during grade level meetings, PLCs, and/or data team meetings throughout the year to help monitor the effectiveness of curriculum implementation. District and schools provide on-going professional development throughout the school year. **Elementary Schools:** ELA/Reading - Amplify Curriculum - lesson plans, internal and external teacher observations, curriculum maps/pacing charts, 3rd-5th grade benchmark assessments Math - Eureka Squared Math Curriculum - lesson plans, teacher observations, curriculum maps/pacing charts, end of unit assessments, 3rd-5th grade benchmark assessments iReady Reading & Math Data - Lexile levels, specific skill data, and Fall, Winter, Spring data points USA TestPrep Data - Content Standard Mastery (NTES 4th-5th grade) STAR Data - Lexile levels and Comprehension (NTES 2nd-5th grade) Acadience Data - ELA Fluency and Comprehension Growth Measure - Lexile levels, Fluency, and Comprehension **Middle Schools:** ELA/Reading - teacher observations Math - teacher observations iReady Reading & Math Data - Lexile levels, specific skill data, Fall, Winter, Spring data points USA TestPrep DAata - Content Standard Mastery STAR Data - Lexile levels and Comprehension (STMS) Growth Measure - Lexile levels, Fluency and Comprehension

	High School:
	Growth Measure - Lexile levels, Fluency and Comprehension
	Career, Technical & Agricultural Pathway Completion / 3 Active CTSOs (FBLA, FCCLA, FFA)
	Extra Curricular and Enrichment Opportunities
	Tattnall County Policy/Procedure Manual; BOE Budget meeting schedules; budgets Professional Capacity Process Data 2019
	Attracting Staff - Reviewed Advertisement process, hiring procedures, induction program. Online application process has been in place 5 years and has proven to be very successful.
	Developing Staff - Reviewed New Teacher Induction Program, Professional Learning procedures to include PLCs
	Retaining Staff - Reviewed compensation plan, Exit Survey Data
	Volunteer Policy and Procedures, District Leadership Team Meeting minutes, Previous PAC Meeting Minutes, SACS Accreditation Report (high school), GAC Georgia Accreditation Commission Report (elementary/middle schools), School Improvement Plans, District Improvement Plan, School Parent and Family Engagement Plans, District Parent and Family Engagement Plan.
	Migrant Implementation Plan Evaluations
	PBIS Implementation - Educators Handbook (discipline data)
	ASPIRE Data
	Check and Connect Mentor Data
	Attendance Data
	RTI Process

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?")	It was determined that in most instances, teachers were following the GSE standards, curriculum guides and pacing charts agreed upon at the district level for curriculum implementation. Lesson plans and teacher observations (TKES) were used to check the curriculum implementation effectiveness. Discussions of strengths and improvements were discussed during grade level meetings, PLC meetings, and administration and teacher conferences. When there was a discrepancy, an adjusted plan was put in place to get the teachers back on track. Principals and academic coaches work with the teachers within their schools to track data, identify trends and discuss areas of concern for improvement. Career Pathway completion continues to be successful at the high school with the 17 different career, technical, and agriculture education (CTAE) pathways offered with 6 career cluster program areas (Agriculture, Food, Natural Resources; Business, Management, Administration; Education and Training; Finance; Human Services; Information Technology). The high school currently has four active CTSOs including TSA, FBLA, FCCLA and FFA as well as community service opportunities. Students are very active and successful in them. District and schools provide on-going professional development throughout the school year based on specific needs of the school. Staff indicated that there is a need for more professional development in the areas of students with disabilities, economically disadvantaged students, EL students, classroom management, and RTI.
	It is evident that our district offers a wide variety of opportunities to help

students become well-rounded individuals in the areas of academics, athletics, and career exploration.

Our process data indicates that our Policy Manual is updated as needed. Budget meetings/BOE presentations are held regularly (monthly).

The system employs an Human Resource Director who oversees the recruiting and hiring process. The district continues to provide an online hiring and recruiting application. Most teachers in our school system hold a Master's (5-year) degree and are at the mid-level (3-20 years) experience. All of the paraprofessionals have clearance and para pro certificate except for 1 lacking para pro certificate. District continues to provide support for employees seeking in-field and professional qualifications by providing study guides and an individual plan to help them obtain certification. Human resource meets periodically with employees to go over plan. The district also assist teachers in signing up to take courses for gifted, reading and ESOL endorsement. For FY23, Tattnall County employed 29 new teachers. Exit surveys continue to be used, and survey results provide valuable information for reflection. In the exit survey, employees answers ranged from retirement, family, moving closer to home, leaving the profession, non-renewal, dissatisfaction with Tattnall, and relocation as reasons for leaving the school system.

Employees leaving the system stated the following strengths
● Tattnall County's leadership
● The staff is very friendly and helpful
● Principals
● Support from peers teachers.
● Community and parental support
● Staff Support
● Support from board
● The colleagues within my department were the strongest form of support during my time in Tattnall County. They helped with curriculum and resources, materials and supplies, and transportation for students, etc. My department colleagues encouraged community, helped establish excellence, and provided so much for the entire county, instead of just their home school.
● The administration was always supportive.

Following things to improve system
-Continued focus on CTAE courses
-If administration was supportive
-One middle school, located about where the high school is.
-Expand the vocational programs.
-Updated building (Staff and student entered two brand new elementary schools this year)
-stronger parent support
-Harder discipline for students school administration handling behavior better
-More input from teachers and paras
-Support
-I believe the system is a good place for employment. I do wish that the State and Federal governments would stop mandating more and more that has to be passed down to the educators.

Some parents are open to leadership options that exist. Many migrant parents have taken advantage of opportunities to attend Local, Regional and State PAC meetings when they are held and to hold offices in both. Our current elected

local PAC President was elected as Georgia's MEP State PAC Secretary. Parents wanted to be able to volunteer in the schools and during the 18-19 school year, the volunteer policy and procedure was developed to guide this process. Very few parents have still taken advantage of this process.

Principals report trying to focus parent meetings on meaningful topics to increase student achievement. It has been concluded that making more noticeable the online staff directory for each school that includes each name, and job title as well as links to email would help the communication process between school and parent.

We have made attempts to schedule meeting dates and times at convenient times for parents. Parents/community feedback is solicited through surveys, meetings, School Council organization, and opportunities to provide feedback after meetings and throughout the school year.

Mobile access of Power School and district and school websites is available via parent and student cell phones. During the COVID pandemic, we have developed more online or virtual ways to meet with parents, such as Zoom or Microsoft Team meetings with parents of Dual Enrollment students and parent student conferences and this is still in effect when it is needed if it allows for a better chance of meeting with parents. Some parents continue to find virtual meetings more adaptable to their working schedules, while some parents prefer the in person meetings or by phone. We try to accommodate both ways.

Going back to in-person Migrant College Campus Visitation Days was a hit this year. We had migrant students looking forward to the next one and asking about future college visitation days. At the local level, our High School counselors offer many opportunities for parents to come in and learn about post-secondary options. Our High School SSP is usually on hand to help with any translation as needed.

There are processes and procedures in place for discipline, attendance, and grades. The district has a uniform student handbook that explains student conduct and policies and procedures related to safety. Every school has a state approved safety plan. There is also a safety team comprised of staff members from each school and the district that meets to discuss safety issues and conduct safety walk-throughs. Safety drills are also practiced at each school. The student handbook also explains in detail the attendance policy. FY22 attendance data shows 7% of students had zero absences and 30% of students have 1 to 5 absences. FY22 data reveals that we saw an increase in attendance of students missing 6 to 10 days and missing over 10 days of school compared to FY21 as we begin to return to normal. The average daily attendance for FY22 has been around 94% to 95% at each school in the district. In FY23, the average daily attendance continues to be around 95%. The school district continues to offer health clinics, dental bus, flu vaccination clinics, school breakfast program, Telemed, and Pineland counseling to help remove barriers to attendance. Check and Connect Program mentors are assigned students with attendance issues to build relationships with and help the student to attend school more regularly. The school district's truancy officer also tracks students' attendance to ensure compliance with state and local school attendance laws and ensures that students and their families understand the importance of attending school. CHINS meetings have allowed the district to attempt to address needs of students and families that have impacts on attendance. The High School used the auto dialer to make 17,316 attendance

and tardy calls as of April 2023. Student attendance is a concern although the data indicates the majority of our students are attending school on a regular basis. 94% of staff believe that absences, tardies and early check outs leads to poor academic performance.

ASPIRE

Active Student Participation Inspires Real Engagement (ASPIRE) is a student led IEP Initiative where students develop skills in decision-making, choice-making, self-evaluation, problem solving, and self-determination skills. This helps to promote students to lead and take part of their IEP process.

The first school to take part in the ASPIRE program was Tattnall County High School during the 2013-14 school year. During this time, all special education teachers at the high school worked with students on their caseload to familiarize students with different parts of the IEP. Depending on the disability, students took a role during their IEP meeting. Examples range from making and sending out their own meeting notices, developing slide shows to discuss their strengths and weaknesses, introducing IEP meeting participants and / or sharing accommodations that they felt were beneficial in the classroom.

IEP meetings appeared to become a more positive atmosphere for parents, students, teachers, and administration. Team members gained valuable information from students as students led the IEP meetings and shared their opinions and information about themselves.

Since 2013-14, all middle schools and elementary schools are participating in ASPIRE. With two elementary schools being opened during the 2022-23 school year, there will be updated training with administration and staff to emphasize the importance of the ASPIRE program and the benefits in having the program in our schools.

Each year there are meetings held with the special education staff in each school, along with the administration from each school, to keep the program strong. With new teachers coming in and administrative changes, it is vital to keep the communication going in order for everyone to be on the same page and supporting the students in this initiative.

For the 2023-24 school year, the system plans on having two elementary schools, two middle schools, and the high school participate in the ASPIRE program with all special education students.

For the past 3 years, Tattnall Co. High school has participated in the ASPIRE PLUS program. Tattnall County collaborated with the University of Kansas Center on Developmental Disabilities, to promote the Self-Determined Learning Model of Instruction (SDLMI) with our Co-teaching classes in the English department. This was a challenge during COVID but Tattnall County continued to press through and participate.

The classes started the 2022-23 school year with a SDLMI Transition planning implementation schedule, where students were introduced to self-determination, setting goals, and learning key terms. Throughout the year, students were guided through a series of 12 questions in 3 phases. They took a self-determination inventory pre-test and a self-determination post-test at the end of school.

Our school was unique because we introduced the ASPIRE Plus program into the Co-teaching setting. We had a mixture of students to participate in the program that included, general education, special education, remedial and English Language Learners students. This year we worked with two classes. We

had a total of 38 students that participated in the ASPIRE Plus program during 2022-23 school year. Each student that participated was rewarded with a certificate of achievement. After this year, the county is no longer required to report the data to the University of Kansas Center on Developmental Disabilities. We plan to continue using ASPIRE Plus with our students at the High school level.

The goal for 2023-24 school year is to add small group classes at the high school to the ASPIRE Plus program. This should add approximately 40 more students to the program, giving a total of around 80 students participating. We would like to continue to add students each year until we have all students being exposed to ASPIRE Plus in the high school. We found that the program really made students stop and think about the importance of setting goals and working through obstacles until the goal could become obtained.

In looking at the data, we continue to notice that there continues to be a need for social and emotional learning in order to help our students become successful students.

The MTSS/RTI process is currently being implemented to help students who have failed to meet grade-level standards through multiple types of assessment and are in need of targeted interventions. Our data indicates that research-based interventions for both academics and behavior continue to be needed to increase student achievement. MTSS/RtI coordinators at each school as well as a district behavior specialist support the implementation and monitoring of interventions, as well as collaborate with administrators, teachers, students, and parents.

Recent data indicates that Tier 1 PBIS practices and classroom practices have resulted in 90% of students receiving 1 or less office referrals, and 81% receiving no office referrals. Although PBIS implementation has had a positive impact on student behavior and is working for most students, PBIS data and Educator Handbook discipline data indicates that more PBIS training is needed, specifically Tier 2 training to help schools intervene with students with more challenging behaviors. The district continues to have new staff at each school every year that needs to be trained as well as a refresher training for the veteran staff. We continue to seek professional learning and classroom level strategies to address behavior that disrupts instruction and ways to engage the students more to support the staff. In FY23, a Tier 2 team has been identified and the team will receive PBIS Tier 2 training in FY24.

The implementation of the RTI processes are crucial to identification of students who need interventions and supports at Tier 2 and Tier 3. The data tells us that we need to continue to provide individual or targeted interventions with progress monitoring tools to support students who are not on grade level in reading and math as well as for behavior. Our district has a behavior specialist to assist and support administrators, teachers, students and parents for behavior concerns in the classrooms. Interventions are implemented and monitored. Should the student not demonstrate targeted progress, a functional behavior assessment will be completed and a behavior plan implemented based on the FBA. This will be monitored to determine if the student will need to be referred for further evaluation in the RTI Process.

The Check & Connect program pairs at-risk students with trained mentors for a 2-year period. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages

	the Check & Connect App. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year. Finding a common meeting time and location is often a challenge for students and mentors. The data fluctuates constantly as mentors enter current attendance, behavior, and grades on a weekly basis. Overall, our 2022-2023 End-of-Year data indicates 68% improved attendance, 67% improved behavior, 86% improved coursework, and an average grade of 80. With the implementation of PBIS and other SEL programs such as Check and Connect, Tattnall County has decreased our overall discipline and risk ratio for students in the Black subgroup over the last four years. In FY19, Tattnall County was indicated to be significantly disproportionate with a risk ratio of 3.058. In the three years following, we have seen a steady decrease in that area. In FY20 our risk ratio was 2.0248, with FY21 being 1.4418, and FY 22 decreasing further to 1.339. In FY23, we saw a very minimal increase to 1.50. Financial processes are compliant with state and federal regulations. Our financial efficiency rating of 3.5 as of 2019 CCRPI, indicates that we are very efficient with budgets and expenditures while meeting the instructional needs of our students. CCRPI has not been updated since COVID pandemic and as 6/6/23.

What achievement data did you use?	Georgia Milestone summary data for End of Grade and End of Course tests for years 2021-2022 and 2022-2023 (preliminary) were examined for data analysis. Final current scores (2022-2023) with subgroup data were not available at time of early CLIP submission. CCRPI - waived due to COVID pandemic Student growth (individual teacher, school and district mean SGP) data was was not available due to being waived due to COVID pandemic. Additionally, district and school leaders evaluated the impact of professional growth strategies /goals of individual teachers and contributing professionals through TKES observations of job-embedded learning as applied through practice. iReady Data (Reading/Math) RTI Data Report Card Data Migrant Program Data ESOL Program Data - ACCESS Test Results using data from 2021, 2022, 2023

What does your achievement data tell you?	**iReady Data Analysis** Students in grades K through 8th grade use iReady. Students take three iReady diagnostics a year in the Fall, Winter and Spring. The data from the diagnostics is used to determine growth and set higher goals for students to meet. The program personalizes a path for the students based on the diagnostic data. Teachers get intuitive, personalized reports with actionable data to track student progress. Students can spend an average of 45 minutes or more on the personalized path each week for explicit and systematic instruction. Teachers

are able to assigned specific lessons on skills that the students have yet to master. It is evident from iReady 2022-2023 diagnostic data, that students in K-8th grades are continuing to show growth in reading and math with the implementation of iReady. Students showed strengths in high frequency words, phonemic awareness and phonics and number and operations while vocabulary, informational text and algebra and algebraic thinking showed a challenge for the students. The FY23 spring iReady reading data showed that 24% of students were at mid or above while the fall data showed only 8% were mid or above. From the fall to spring, the data showed that an increase from 12% to 24% for early on grade level. The percentages for one grade level below, two grade level below and three or more grade levels below continued to decrease from fall to winter to spring reading scores. The FY23 spring iReady math data showed that 24% of students scored at the mid or above level and 24% scored at the early on grade level. The one grade level below, two grade levels below and three or more grade levels below continued to decrease from the fall to winter to spring scores.

RTI Data Analysis

RTI data shows that we still have a percentage of students that are not on grade level and need interventions in order to perform grade level expectations. Students in Tattnall County school who fail to meet acceptable levels on the iReady Diagnostic, which are given three times per year, may be referred to the Response to Intervention program to receive extra instruction on skill-related weaknesses. Currently there are 72 students being served in Tier 3/SST as a part of RtI, and 164 in Tier 2. Interventions are provided to students to help increase proficiency in deficient skills, which in turn could lead to increased mastery of grade-level standards. Interventions are provided for academics through programs such as SPIRES, HELPS, iReady lessons/Teacher Toolbox, READ 180, Extra Math and others. Interventions are provided through direct instruction in either small group or individual formats.

Report Card Data Analysis

Report card data shows that there is a disconnect between the number of students making honor roll, but not scoring comparable on the the state assessments. According to the FY20 High School Feedback report, 1 student out of 75 high school graduates who pursued college or technical school needed ELA remediation coursework and 5 students needed Math remediation coursework. The last high school feedback report was last updated in SLDS for FY20.

Georgia Milestones EOG Data Analysis

Our FY23 preliminary school performance on the EOG shows a significant decrease in the percentage of Proficient and Distinguished leaners in the content area of SS (15%). There were slight decreases in the areas of ELA (0.2%) and Math (1.8%). There was an increase in the percentage of Proficient and Distinguished learners (3.8%) in the area of Science and (11.2%) in the area of high school Physical Science. Literacy, writing and basic math skills continue to be a challenge for many of our students in our rural district. In FY23, the black, SWD and EL subgroup of students performed significantly lower on the GMAS EOG in all content areas indicating a continued need for providing supports and interventions. FY22 reading status that is based on student performance on the reading and vocabulary subset items on the ELA assessment on grade level or above 3rd grade level (district 60%/state 64%), 4th grade (district 50%/state 56%), 5th grade (district 61%/state 70%), 6th grade (district 41%/state 55%), 7th grade (district 62%/state 67%), and 8th grade (district 70%/state 70%). During the 2021-2022 and 2022-2023 school year, a para was placed in each 2nd through 5th grade ELA classroom for additional ELA support to lower student teacher ratio using ESSER ARP funds. For the 2023-2024 school year, 2nd through 5th grade ELA teachers will share one para for each grade. Also, additional EIP and RtI

instructional support staff were hired during the 2021-2022 school year as support to improve academics based on student needs and will continue to be used for the 2023-2024 school year. Students have also had during school and/or after school tutoring opportunities to address deficiencies. L4GA grant has provided books for students to have at home to increase literacy. During the 2021-2022 and 2022-2023 school year, the ELA/Reading schedule in elementary schools was adjusted to meet the required time needed to implement the Bookworms program. Kindergarten through 5th grade ELA teachers were fully trained on the Bookworms program and had coaching sessions throughout the school years with Delaware University Bookworm consultants. For the 2023-2024 school year, the elementary schools will be using the Amplify curriculum for ELA/Reading and Eureka Squared Math curriculum.

School Year	Subject	Number Tested	Beginning Learners	Developing Learners		Proficient Learners	Distinguished Learners	Prof. and Dist.	Increase
2022-23 Preliminary	English Language Arts	1,571	36.8%	34.7%		24.4%	4.1%	28.50%	0.2% decrease
	Mathematics	1,561	26.7%	41.3%		**24.2%**	**7.8%**	**32.00%**	1.8% decrease
	Science	545	45.3%	27.2%		**22.0%**	**5.5%**	**27.50%**	3.8% increase
	Social Studies	262	29.8%	46.2%		**22.1%**	**1.9%**	**24%**	15% decrease
	HS Physical Science	24	8.3%	37.5%		**41.7%**	**12.5%**	**54.2%**	11.2% increase
2021-22 Official	English Language Arts	1,628	35.5%	35.6%		24.5%	4.2%	28.70%	
	Mathematics	1,625	26.1%	39.9%		25.6%	8.2%	33.80%	
	Science	520	40.1%	36.1%		20.4%	3.3%	23.70%	
	Social Studies	267	22.0%	39.0%		28.0%	11.0%	39%	
	HS Physical Science	19	16.0%	42.0%		32.0%	11.0%	43%	

Georgia Milestones EOC Data Analysis
American Literature: Preliminary FY23 American Literature (EOC) data shows a 3% increase in proficient learners and distinguished learners over the FY22 EOC data. The beginning learners and developing learners in FY23 (67.1% preliminary) had a 1.9% decrease compared to FY22 (69.0%). In FY23, the black, SWD and EL subgroup of students performed significantly lower on the GMAS EOC American Literature indicating a continued need for providing supports and interventions. The decrease in performance in the subgroups over time may be due to more students participating in dual enrollment which means they are not part of the group participating in the high school level classes

which are required to take the high school American Literature EOC.As a part of the L4GA grant in FY23, literacy coaches were contracted during the school year. Literacy coaches were used to ensure highly effective instructional strategies were being used in the ELA classrooms. Coaches aided in implementation of incorporating literacy across all content areas. The district has also collaborated with our local RESA to increase literacy training.

Coordinate Algebra: Preliminary FY23 Coordinate Algebra (EOC) data shows a 3% increase in proficient and distinguished learners over the FY22 EOC data. Tattnall continues to have an increase in mathematics that began several years ago. Mathematics transition classes continue at the high school for students identified as struggling with math concepts. They receive additional support which has contributed to the increased scores in Coordinate Algebra over time. While not huge gains, the gains are there nonetheless. As the school moved to block scheduling, lower level math classes remained a full year with the time in each period increased from 50 minutes to 80 minutes. This has allowed the teachers and students more time to fill in previous gaps and focus on current grade level standards. There was an overall 3.1% decrease in the combined beginning learner and developing learner levels (FY22 73%/FY23 69.9%). FY23 preliminary data showed that the black, SWD and EL subgroups had the highest percent of students in the beginning and developing learner levels.

Biology: Preliminary FY23 Biology (EOC) data shows a 15.2% decrease in the percentage of proficient and distinguished learners over the FY22 EOC data. FY23 preliminary data showed an increase in the percentages of students at the beginning learner and developing learner proficiency levels (FY22 52% / FY23 67.1%).The black, SWD and EL subgroups had the highest percentage of beginning learner students. The high school uses block scheduling to allow additional instructional time.

US History: Preliminary FY23 US History (EOC) data shows a 1% decrease in the percentage of proficient learners and distinguished learners compared to the FY22 data. FY23 preliminary data showed an slight increase in the percentages of students at the beginning learner and developing learner proficiency levels (FY22 72% / FY23 72.2%). Some students were able to move from the beginner learning level (FY22 40% / FY23 34.4%) to the developing learning level (FY22 32% / FY23 37.8%). This may be due to increased focus on differentiation. The black, SWD and EL subgroups had the highest percentage of beginning learner students.

Physical Science: Preliminary FY23 Physical Science (EOC) data shows a 11.2% increase in the proficient and distinguished learners compared to the FY22 data. FY23 preliminary data showed a decrease in the percentages (12.2%) of students at the beginning learner and developing learner proficiency levels (FY22 58% / FY23 45.8%). This data included 24 students from one middle school.

EOC Trend Data 2019,2021, 2022,2023								
School Year	Subject	Number Tested	Beginning Learners	Developing Learners	Proficient Learners	Distinguished Learners	Prof./Dist. Combined	
2022-23 Preliminar	American Literature	219	33.8%	33.3%	29.7%	3.2%	33%	3% increase

y	and Composition							
	Biology	265	39.2%	27.9%	25.3%	7.5%	32.8%	15.2% decrease
	Coordinate Algebra (inc. MS)	313	34.8%	35.1%	22.7%	7.3%	30.0%	3% increase
	Physical Science (MS -EOG)	24	8.3%	37.5%	41.7%	12.5%	54.2%	11.2% increase
	US History	180	34.4%	37.8%	23.9%	3.9%	28%	1% decrease
2021 -22	American Literature and Composition	288	34.0%	35.0%	26.0%	4.0%	30%	
	Biology	268	28.0%	24.0%	38.0%	9.0%	48%	
	Coordinate Algebra (inc. MS)	344	44.0%	29.0%	19.0%	8.0%	27%	
	Physical Science (MS-EOG)	19	16%	42%	32%	11%	43%	
	US History	194	40.0%	32.0%	26.0%	3.0%	29%	

Migrant Program Data Analysis
GMAS Data Analysis
For most areas on Milestones, non pfs and pfs migrant students are scoring at or higher than the non-migrant students at the elementary, middle and high school levels in ELA and Math areas. For those with a scoring of a 1 or 2 (below proficiency), SSPs will make sure to work on bridging the gaps so that scores may increase for the next texting year. Any migrant student who scores below a 525 on EOG/EOC will be served in some form by SSP regardless if student has high grades in the classroom setting.

Tier 1 Performance Review: Did migrant students score proficient or higher on**End of Course and End of Grade Assessments**on grade level assessments?

K-5	Priority for Service	ELA	#	0/8	%	0%	Math	#	2/8	%	25%
	Non-Priority for Service	ELA	#	7/29	%	24%	Math	#	8/29	%	28%

			#		%			#		%	
	Non-Migrant	ELA	#	222/743	%	30%	Math	#	230/746	%	31%
6-8	Priority for Service	ELA	#	3/9	%	33%	Math	#	0/9	%	0%
	Non-Priority for Service	ELA	#	3/22	%	14%	Math	#	8/22	%	37%
	Non-Migrant	ELA	#	228/814	%	28%	Math	#	302/812	%	37%
9-12	Priority for Service	ELA	#	N/A	%	N/A	Math	#	1/2	%	50%
	Non-Priority for Service	ELA	#	2/7	%	29%	Math	#	2/8	%	25%
	Non-Migrant	ELA	#	54/225	%	24%	Math	#	21/276	%	8%
Tier 2 Performance Review: Did migrant students score proficient or higher on **local grade level assessments**? [If all students scored at proficient or higher on Tier 1 review, this does not need to be completed.]											
K-5	Priority for Service	ELA	#	20/21	%	95%	Math	#	17/19	%	89%
	Non-Priority for Service	ELA	#	32/35	%	91%	Math	#	32/34	%	94%
	Non-Migrant	ELA	#	N/A	%	N/A	Math	#	N/A	%	N/A
6-8	Priority for Service	ELA	#	7/7	%	100%	Math	#	6/7	%	86%
	Non-Priority for Service	ELA	#	12/15	%	80%	Math	#	12/15	%	80%
	Non-Migrant	ELA	#	N/A	%	N/A	Math	#	N/A	%	N/A
9-12	Priority for	ELA	#	6/6	%	100%	Math	#	9/9	%	100%

Service						Credits				
Non-Priority for Service	ELA	#	14/14	%	100%	Math Credits	#	15/17	%	88%
Non-Migrant	ELA	#	N/A	%	N/A	Math Credits	#	N/A	%	N/A

iReady Data Analysis
Migrant students in kindergarten through eighth grade continue to increase their iReady score. As a district, 82% of migrant students show an increase in their reading iReady score from fall to spring while 87% of migrant students increased their math iReady score.
High School uses Lexile scores for Reading and earned Math Credits for math.
Although Tattnall County is under COF with Title IC funds, Migrant IP's are still being written to continue SSP support in the classroom for students involving content which requires reading and comprehension. Locally, we use this data to guide our program and check effectiveness as well as documentation of services. IPs for OSY/DO and Exito are still required for MEP office. Migrant students will continue to be monitored for credit completion in high school and graduation rates.
In FY23, no migrant students dropped out of school in 12th grade or any previous grade for this graduating class. The migrant graduation rate for 2022-2023 was 100%.
Tattnall County Migrant Program Implementation Plans
(Local)Tattnall County Migrant Program Implementation Plans 2022-2023 are listed below with a brief analysis.
Elementary:
? Elementary ELA (or content involving ELA) – Will use iReady for progress and progress reports/report cards every 4.5 weeks for monitoring. **See note at bottom.
**Goal: In order to MEET goal, students will increase by at least 5 points from pre to post test. In order to EXCEED goal, students will increase by 25 or more points from pre to post test. Scores will be obtained from iReady.
**Student's report card grades and state testing will also be monitored to ensure success in obtaining state standards.
**SSPs and MFOC can also check standard's comprehension for grade level using iReady.
Elementary Goal Analysis: Non PFS 91% met or exceeded goal(ELA); PFS 95% met or exceeded goal (ELA). Non PFS 94% met or exceeded goal(Math); PFS 89% met or exceeded goal (Math).
Only 4 out of 55 students failed one class for the year = 93% passed all classes for the year.
Middle School:
? Middle ELA (or content involving ELA) – Will use iReady for progress reports/report cards every 4.5 weeks progress monitoring.
**Goal: In order to MEET goal, students will increase by at least 5 points from pre to post test. In order to EXCEED goal, students will increase by 25 or more points from pre to post test. Scores will be obtained from iReady.
**Student's report card grades and state testing will also be monitored to ensure success in obtaining state standards. SSPs and MFOC can also check standard's comprehension for grade level using iReady.
Middle Goal Analysis: Non PFS 80% met or exceeded goal (ELA); PFS 100% met or

exceeded goal (ELA). Non PFS 80% met or exceeded goal (Math); PFS 86% met or exceeded goal (Math).

95% of migrant students passed all core content classes of middle school level (1 out of 22 students failed one or more classes for the year).

High School:

? High School ELA (or content involving ELA)– Will use Lexile scores from Milestones and/or Houghton, Mifflin and Harcourt and progress reports/report cards every 4.5 weeks plus final transcripts for credits earned for year.

**Goal (ELA): In order to MEET goal, students will pass 87% of classes taken (which equals to 7 out of 8 classes if students take a full load under block schedule for both semesters) OR increase in Lexile score by 5. In order to exceed, students will pass 100% of classes taken or increase in Lexile score by 25 or more points.

State testing will also be monitored at the end of each year to check for state standards understanding.

High School Goal Analysis: Non PFS 100% met or exceeded goal (ELA) and 88% Non PFS met or exceeded (Math); PFS 100% met or exceeded goal and both ELA and Math.

8 students out of 26 failed one or more core class for the year. However, 4 of those students passed it the second semester (block schedule allows for this). Overall, 4 out of 26 failed a course that did not earn credit. 84% passed all courses for the year.

Since the HS is on block schedule, students can earn 8 credits per year. When you look at how many classes were taken for the year, there were 208 courses taken by migrant HS students with 202 courses earning credit.

Those students who failed a core class will be invited to summer school for Credit Recovery in order to stay on target to graduate and earn credit over the summer.

OSY/DO:

? Health Back Packs OR COVID Kit – each are given a pre/post health related test.

**Goal: OSY/DOs will show an increase of 5 points from the pre to post test.

**If an OSY/DO scores a 100 on the pre and post test, this will be considered meets/exceeds. **COVID issues may result in less face to face interaction.

Goal Analysis: All OSY/DO met or exceeded from pre to post test. There were 70 served during regular school term. Summer term in unavailable.

EXITO:

**Goal: P3- P5 students NOT receiving services through Tattnall County Prek, Telamon or Headstart will receive EXITO services and show an increase of 5 points from the pre to posttest as well those who are out of school (Telamon) from January to March. **COVID issues may result in less face to face interaction.

EXITO Goal Analysis: All EXITO participants met or exceeded from pre to post. There were 6 P3s served this school term.

Because our 3 elementary schools consolidated into two schools this year, the data on SLDS is missing. This will start a baseline for us this year to compare. (2023 data for grades 3-8 are not available yet for migrant vs. non-migrant.)

(Middle School) Migrant vs. Non-Migrant Comparing 2022 to 2021 (2023 data for grades 6-8 is not in SLDS yet.)

All percentages are for students who did not achieve proficiency – Level 1 Beginning Learner.

ELA: 2022 Non-Migrant scoring Level 1 Proficiency was 34% and 2021 was 34%. No change.

ELA 2022 Migrant scoring Level 1 Proficiency was 35% and 2021 was 37%. This was a decrease of 2%.

Math: 2022 Non-Migrant scoring Level 1 Proficiency was 22% and 2021 was 34%. This was

a decrease of 12%

Math 2022 Migrant scoring Level 1 Proficiency was 16% and 2021 was 22%. This was a decrease of 6%.

If trends continue, Migrant students will continue to move out of Level 1 Beginning Learner and move into higher more proficient levels.

(High School) Migrant vs. Non-Migrant Comparing 2022 to 2021 (2023 data for grades 9-12 is not in SLDS yet.)

All percentages are for students who did not achieve proficiency – Level 1 Beginning Learner.

ELA American Literature 2022 Non- Migrant Students scoring Level 1 Proficiency was 35% compared to 36% in 2021. This was a 1% decrease.

ELA American Literature 2022 Migrant Students scoring Level 1 Proficiency was 40% compared to 57% in 2021. This was a 17% decrease.

College Algebra 2022 Non- Migrant Students scoring Level 1 Proficiency was 53% compared to 39% in 2021. This was a 14% increase.

College Algebra 2022 Migrant Students scoring Level 1 Proficiency was 43% compared to 31% in 2021. This was a 13% increase.

The trend is that Migrant students are showing progress over their counterparts in ELA.

Please note: Due to COF, Elementary, Middle and HS are NOT required to submit an IP to the MEP office. Tattnall County chooses to utilize the IP to document (locally) for data purposes.

ESOl Program Data Analysis

ESOL Program GMAS Data Analysis

Due to our 3 elementary schools consolidated into two schools this year, the data on SLDS is missing. This will start a baseline for us this year to compare. (2023 data for grades 3-8 are not available yet for ESOL vs. Non ESOL.)

(Middle School) ESOL vs. Non-ESOL Comparing 2022 to 2021 (2023 data for grades 6-8 is not in SLDS yet.)

All percentages are for students who did not achieve proficiency – Level 1 Beginning Learner.

ELA: 2022 Non-ESOL scoring Level 1 Proficiency was 33% and 2021 was 33%. No change.

ELA 2022 ESOL scoring Level 1 Proficiency was 68% and 2021 was 53%. This was a decrease of 2%.

Math: 2022 Non-ESOL scoring Level 1 Proficiency was 20% and 2021 was 21%. This was a decrease of 1%.

Math 2022 ESOL scoring Level 1 Proficiency was 55% and 2021 was 38%. This was an increase of 17%.

(High School) ESOL vs. Non-ESOL Comparing 2022 to 2021 (2023 data for grades 9-12 is not in SLDS yet.)

All percentages are for students who did not achieve proficiency – Level 1 Beginning Learner.

ELA American Literature 2022 Non- ESOL Students scoring Level 1 Proficiency was 35% compared to 32% in 2021. This was a 3% increase.

ELA American Literature 2022 ESOL Students scoring Level 1 Proficiency was 100% compared to 100% in 2021. No change.

College Algebra 2022 Non- ESOL Students scoring Level 1 Proficiency was 60% compared to 37% in 2021. This was a 23% increase.

College Algebra 2022 ESOL Students scoring Level 1 Proficiency was 63% compared to

71% in 2021. This was an 8% decrease.

The trend is that ESOL students are showing progress over their counterparts in Math.

ESOL Program ACCESS Data Analysis

Tattnall County will exit 23 ESOL students out of 208 total students tested at the end of 2022-2023 school year. There were 6 Clear Exits, 1 Alternate SPED Exit, and 16 Reclassification Exit. This is 11%. When comparing ACCESS exit data for our county to state, we have consistently scored higher than the state exit average for the last 4 years. When comparing surrounding systems of equal size and school demographics, we have exited students at a higher rate than most. If current trends continue, Tattnall County should have a higher exit rate than most counties around us as well as the Exit rate for Georgia DOE average. See chart below for breakdown by grade level and regular/alternate ACCESS test breakdown.

School	Grade	Overall Score	Reason for Exit (Automatic, Reclassification, SPED)	Comment(s)
STES	2	4.9	Reclassification	
STES	3	4.6	Reclassification	
STES	4	5.5	Automatic	
STES	4	4.6	Reclassification	
STES	4	4.3	Reclassification	
STES	4	5.8	Automatic	
STES	4	4.4	Reclassification	
STES	4	4.5	Reclassification	
STES	4	4.3	Reclassification	
STES	4	5.0	Automatic	
STES	5	4.4	Reclassification	
STES	5	5.1	Automatic	
TCHS	10	4.4	Reclassification	Good Grades, Dual Enrollment Weighted GPA 87.25
NTMS	8	4.4	Reclassification	
NTMS	8	4.3	Reclassification	
NTES	K	5.0	Automatic	
NTES	2	4.5	Reclassification	
NTES	3	5.2	Automatic	
NTES	4	4.3	Reclassification	
NTES	4	4.5	Reclassification	
NTES	5	4.9	Reclassification	
NTES	5	4.3	Reclassification	
NTES	4	ALT	Alternate	

2020-2021 Exited Data	2021-2022 Exited Data
●**Tattnall County exited 20 out of 217 for 9.2%** ●**Toombs County exited 38 out of 229 for**	●**Tattnall County exited 40 out of 208 for 19.2%** ●**Toombs County exited 51 out of 230 for**

16.6%	22.1%
●Long County exited 11 out of 146 for 7.5%	●Long County exited 15 out of 148 for 10.1%
●Evans County exited 24 out of 211 for 11.4%	●Evans County exited 20 out of 208 for 9.6%
Statewide: There were 9,627 exited from a total of 124,925 students for a total of 7.71%	Statewide: There were 14,348 exited from a total of 136,295 students for a total of 10.53%

ESOL Program CCRPI Data

Schools that have enough students in a subgroup are showing progress and appear to be closing the gap. The last few years of CCRPI scores for ESOL have helped the district overall.

School	School Progress Toward English Language (ELL) Proficiency	ELL Perf. Band No Positive Movement	ELL Perf. Band Moved Less Than One Band	ELL Perf. Band Moved One Band	ELL Perf. Band Moved More than One Band
Elementary	100.00%	15.65%	7.83%	20.87%	55.65%
Middle	47.29%	62.16%	2.70%	13.51%	21.62%
High	58.83%	44.12%	11.76%	26.47%	17.65%

ESOL Program iReady

Analyzing iReady results for ELA and Math, it appears that we have a high percentage of ESOL students increasing their overall diagnostics scores from fall to spring. As a district, 91% of ESOL students showed an increase in their reading iReady score from fall to spring while 87% of ESOL students increased their math iReady score.

What demographic data did you use?	Poverty rates
	Graduation Rate
	TKES/LKES ratings
	# of staff exiting the system by reason for exit
	# of teachers teaching out of field
	# of new teachers
	# hits on website
	# times used autodialer
	# remind 101 sent out
	# dojo users
	sign in sheets for parent meetings
	# parents on School FB sites.
	Student demographics 2021-2022
	Student mobility rate 2021-2022
	Directly certified (includes SNAP, TANF, Homeless, Unaccompanied Youth,)

Foster and Migrant 2021-2022
Program Enrollment 2021-2022
FTE and Student Record reports
Financial Efficiency Star Rating
Per Pupil Expenditures 2021-2022
Per Pupil Expenditure Percentile 2021-2022

What does the demographic data tell you?	Population subgroups, student mobility rate, Directly Certified students, and special education groups remain barely changed from previous year, but the needs of our students have grown substantially. The majority of our students are economically disadvantage and meet CEP guidelines of students living in poverty with all schools in the district serving free breakfast and lunch to all students. Program enrollment for remedial, and alternative services indicates a minor shift in improvement as measured by fewer students enrolled for additional services. Tattnall's financial efficiency rating remains high. Per pupil expenditures in 2022 was $13,197 . The district remains rural without a diverse economy and lacking a modern infrastructure to attract newcomers and potential employees, especially teachers with specific content certification.
	Trend data indicate the student population will remain fairly constant without significant growth or subgroup change. Additional remedial and early intervention services currently offered will continue to be needed. Services to address poverty may need to increase as the cost of living increases and employment opportunities with high wages remain low. Alternate pathways for graduation may be considered to decrease dropout rate. Dual enrollment has greatly increased and is a factor in graduation success. Transportation costs will remain a local budget obstacle because of the outlying living areas, increase of gas prices, and rezoning of students for the new schools. Hiring bus drivers remains a challenge, even though new buses have been added to the fleet.
	Tattnall's poverty level is 14% higher than the state average. Data show that our population is not highly transient and the subgroups are similar in size from previous years. Our black male population remains consistent at 24% of our total student enrollment. Positive behavior management strategies and positive feedback have proven effective for most subgroups. 30% of OSS incidents in FY23 came from vapes. Vapes continues to be an issue in the schools. The number of special education students have increased from 512 in FY22 to 541 in FY23. This increase shows that our child find procedures are working. Hiring teachers who are certified in specific disability categories remains a challenge. CEP, which allows every child to eat breakfast and lunch free, greatly benefits our students nutritionally and also allows for additional grant funds. Improving daily attendance is an area for needed improvement. Our schools remain safe as reported in the unsafe school report. More emphasis could be applied to our gifted student population along with an effort to increase the number of gifted certified staff. Home internet access has increased due to the national and state initiatives to place broadband services

in rural areas. The Affordable Connectivity Program provides low cost internet home access. Students are allowed to checkout devices for homework and extending learning activities.

Tattnall County's graduation rate has increased from 2017 through 2020. The graduation rate in 2021 was 88.3% which was a decrease compared to 2020 rate of 89.2%. The graduation rate in 2022 was 92.2% which was a significant increase from 88.3% the previous year. The Georgia graduation rate was 84.1%. All ethnic subgroups improved.

For FY23, Tattnall employed 598 FTE total employees compared to 613 for FY22.

For FY23, Tattnall had 29 new staff members. According to the Exit survey, most of the staff who ended their employment with the Tattnall County School System left due to retirement or family. Other responses ranged from moving closer to home, leaving the profession, non-renewal, dissatisfaction with Tattnall, and relocation as reasons for leaving the school system.

Parents prefer digital communications through text messages (Dojo, Remind 101). They prefer texts, email, Dojo, Remind 101, and Power School, so they can have information at their fingertips. Some parents report using the website but not as many. Some parents access information using school social media sites such as Facebook. Information on mobile devices is preferred. They receive texts, email, Dojo, Remind 101, Parent Portal announcements, website posts, Facebook, and other social media posts, so information is widely published. Voice phone calls are also automated for news briefs. Class Dojo is used at the elementary schools with STES (1,414), and NTES (1,872) parent users. Remind is used at 4 schools with NTES (37), NTMS (270), STMS (309), and TCHS (various extracurricular activities and content areas). Facebook is used at all schools with STES (each grade level, 1,122), NTES (786), NTMS (1.7K), STMS (1,100), and TCHS (various activities). Auto dialer was used at STES (3,028), NTES (442), NTMS (474), STMS (386), TCHS (18,806) and BOE (880).

- Persons in poverty in Tattnall County - 20.7% (State poverty - 14%)
- Median household income in 2020 was $44,053 (State income - $65,030)
- 44% students are economically disadvantaged
- 3.8% are migrant compared to less than 1% state (141 students)
- 6.2% of students are Limited English Learners (223 students)
- 15% of students are served in special education programs - (541 students)
- Early intervention program serves 8% of students in grades K-5 which is a significant decrease (314 students)
- Tattnall's 5% gifted population has decreased and remains lower than state average (193 students)
- 6.4% of students required a 504 plan (217 students)
- FTE rose to 3,424 in FY23 from a low 3,407 in FY22.
- Tattnall's per pupil expenditure 2018-2019 was $8,926.54, 2019-2020 was $9,414.77, 2020-2021 was $10,418.95, and 2021-2022 was $13,196.87 which is an increase from previous three years.
- Tattnall's financial efficiency star rating is better than the state average
- Tattnall's race distribution is 50% white, 24% black, 21% Hispanic, 5% multiracial
- Student mobility rate is 13.9%
- Percent of incidents resulting in Out of School Suspensions for 2022 is 20.4% compared to 2021 being 21.3%. FY22 OSS resulted in 206 incidents and

	FY23 OSS resulted in 297 incidents. Overall, vapes are a problem and attribute to the increase in FY23 compared to the other years. ● Average daily attendance is 94% for 2022 which is the same compared to 2021 at 94% ● No incidents were reported in the Unsafe School Report for 2023 ● Households with a computer is 87% compared to Georgia's 92% ● All students have access to classroom computers ● Households with broadband internet access is 78% compared to Georgia's 84% ● All areas of the school have high speed wireless internet access

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?	Tattnall County has a good system in place to provide teachers with tools and information to implement a guaranteed and viable curriculum. In the past some weaknesses were noted in the actual implementation and monitoring of the implementation at the school level, perhaps because of a break-down in communication. This break-down may be due to limited personnel at both the district and school levels. There is only one curriculum director for all grade levels and subjects. There is only one person (academic coach) at each school for all grade levels and subjects. This limitation may contribute to inconsistencies in the actual implementation at each school and follow-up monitoring of implementation.
	In FY23, a District Curriculum Team was formed through an application process in an effort to evaluate ELA curriculum options for elementary schools in the district. The team met multiple times evaluating a variety of curriculum options using a rubric from The Reading League. The teams narrowed down curriculum options to the top two choices. The team then visited schools in our RESA district that were currently using the materials. Through discussion and voting, the team determined to use Amplify reading curriculum for the upcoming FY24 school year. Curriculum documents including pacing guides are updated and revised annually. It was determined that in most instances, teachers were following the curriculum guides and pacing charts agreed upon at the district level for curriculum implementation. Lesson plans and teacher observations (TKES) were used to check the curriculum implementation effectiveness. Discussions of strengths and improvements were discussed during collaborative planning in schools through grade level meetings, PLC meetings, and administration and teacher conferences. When there was a discrepancy, an adjusted plan was put in place to get the teachers back on track. Principals and academic coaches work with the teachers within their schools to track data, identify trends and discuss areas of concern for improvement. Outside consultants from Delaware University have been used to provide professional development in literacy at the elementary, middle and high school levels. The support and professional development from the consultants have proven to be beneficial in monitoring the effectiveness of support for teachers in teaching literacy skills.
	A lesson plan template was created and used consistently in all of the schools throughout the district. The lesson plans are uploaded in Google each week. During TKES observations, the district and school level observer reviews the lesson plan and ensures that it is occurring in the classroom by making sure

Strengths and Challenges Based on Trends and Patterns

	that standards, learning targets, assessments, and research based strategies and activities are relevant and rigorous to enhance student learning. As differentiation learning is observed, it is noted on the TKES observation. Data assessments are used to address individual student needs through intervention and small group DI instruction. Standards mastery instruction has increased, and there is a strong focus on learning targets in every lesson which is noted on the lesson plans. During collaborative planning time through grade level meetings, PLC meetings, and data team meetings, teachers and administrators are actively drilling down in the data to use the information to guide instruction in the classrooms. The district educational data analyst has worked collaboratively with the school leaders this year in analyzing and using academic data to impact instruction for all students. The RTI intervention process continues to improve. RTI intervention provides instruction for all areas of reading, math, and behavior. An extended learning time or similar approach has been established in order to provide leveled interventions. Tier 2 and SST meetings are held to analyze the data and help determine next steps for interventions. Continued learning and work is needed in implementing the RTI process to increase basic reading and math skills. Teachers are setting individual goals with students based on data and holding student and teacher conferences to review the goals and how to reach them. The data is discussed directly with the student so that the student can have ownership in process. Students need to continue to be involved in goal setting and ways to reach the goal. School leaders and staff are provided many opportunities throughout the year for professional learning opportunities to enhance their skills as educational professionals at the district and school level. The new teacher cohort attends our new teacher academy each year to participate in many professional development topics. In FY22, 12 staff members attended GLISI for leadership professional development to improve instruction and student learning during a pandemic by connecting and engaging in critical conversations necessary to move forward and build plans for continuous improvement.

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?	There is an established culture, fostered by leadership, that is consistent with our system's purpose and direction to lead to students being successful and productive citizens. The district and school administration team has a district wide expectation that all personnel maintain high standards and expectations of holding students accountable in all courses of study. The governing board ensures that the school administrators and teachers have what they need to achieve the the goals and effectively manage day-to day operations. Leaders are well trained in TKES/LKES and have a firm understanding of the indicators of effective instructional practices within each standard. There is collaboration and buy-in of all leaders and much sharing is done at the DLT meetings. TKES observations are conducted by the district and school leaders. Leaders are committed to observing in classrooms and providing constructive

Strengths and Challenges Based on Trends and Patterns

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<td>commentary to help teachers improve. Leaders are also present in school level PLC meetings to discuss student achievement data, rigorous standards-based instruction, and effective use of instructional time.

Each school has a leadership team. Leadership teams consist of administrators and staff from all grades and content areas. Team meetings are held to discuss important topics and guidance of the schoolwide improvement goals. The leadership team then shares back information with the rest of the staff. Leaders from each school also make up a GLISI team.

The district educational data analyst worked collaboratively with the school leaders and data teams in analyzing and using academic data to impact instruction for all students throughout the school year. This work has helped school leaders and teachers better understand their students' learning abilities and challenges. By analyzing data, we have been able to identify factors such as poverty, pre-k programs, behavior, attendance, student engagement and parent involvement and how they can impact achievement gaps. Data analysis has been helpful in understanding where students are in relation to the expected curriculum standards and identifying the focus for professional development for teachers.

Some areas for needed focus based are guiding teachers in instructional planning to include more rigor in daily lessons. School leaders have been trained to provide feedback to teachers in order to improve lesson plans, thus improving instruction. District leaders and school leaders review the lesson plans during TKES observations to ensure that activities are relevant and rigorous to enhance student learning. Feedback is provided on the TKES observation and communicated with the teacher as well as additional support as needed.</td>
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<td>**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?</td>
<td>The new PSC rule which took effect July 1, 2017 has changed dramatically the professional learning approach for individual teachers. The district and school staff members did an excellent job of setting professional learning goals based on data and participating in professional growth activities in order to transfer the new knowledge into practice. School leaders monitored and evaluated the application of professional learning for individual staff members through use of a rubric. Professional learning continues to be the key to increasing teacher efficacy and increasing student success across all grade levels and content areas. The new teacher academy has proven to be beneficial to new teachers and the support from the mentor teacher that is assigned to each teacher for the first year. Professional learning is offered from the district as well as the individual schools based on needs. For FY23, Tattnall County School System staff have been afforded many opportunities for professional learning so far this year. Some of the professional learning have included Bookworms curriculum training through the University of Delaware for all elementary teachers, iReady training for elementary and middle school staff, GOSA through the Growing Readers partnership for elementary schools, 1st District RESA consultants support for specific content areas, RCA visits, STEAM/STEM, PBIS, WIDA, Crisis Prevention Intervention, Systemwide</td>
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Strengths and Challenges Based on Trends and Patterns

Special Education Policy and Procedures training, SRA Reading Mastery, ASPIRE Student Lead IEP training, Poverty, Trauma 101, YMHFA Youth Mental Health First Aid, classroom management, in house Google training, LETRS, Lighthouse, Lightbox, Discovery Education, para, Eureka Math, Viewboard, 2024 math standards, Homeless Education training, co-teaching training GLRS SDI Training for Inclusion SPED teachers, literacy, and Writescore, For FY23, two extra days were added to certified staff contracts which was used for professional learning at the district level. Pre-K teacher had training in pre-literacy skills and how to incorporate literacy into daily routines.

Regarding district and/or school wide professional learning, trends indicate that there is a need to assess the impact of the professional learning on staff practices and student achievement. The need is being addressed through coaching and classroom observations.

The district has employed an academic coach at all of the schools in the county. The academic coach provides support to teachers. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum to meet the needs of all students. Multiple instructional strategies and processes are shared with the teachers in grade level meetings, PLC meetings, and professional development.

For years now, the district has seen an extreme fluctuation in the pool of viable candidates for teaching vacancies. The fluctuation has ranged from extremely large pools of qualified applicants during the time when the state's economy was in a down swing to instances where there were no applicants for advertised vacancies. During the period of a struggling economy, teacher turn over was essentially non-existent. Since the economy has improved, we have approximately 25-30 vacancies per year. Schools continue to have a partnership with several colleges to have student teachers in the schools each year. We have been able to hire some of these teachers in our system. Tattnall County High School currently has an Early Childhood Education program in which many high school students participate. The program consist of three classes and the last class involves an education practicum. We encourage our graduates that are pursuing an education degree to come back and be a part of our system. Human resource administers an exit survey and provides support throughout the school year to new teachers in the area of certification and payroll. The data from the exit survey indicates that most staff leave due to moving to another location or retirement. Our priority is to recruit teachers who are qualified to teach the content assigned, certified in their field, and effective in raising student achievement. Retaining effective teachers results in higher academic achievement, better and more teaching techniques, and expertise to mentor new teachers. We also encourage and support our teachers to develop skills in new areas including content areas in high need, reading and ESOL.

Another trend/pattern is that Special Education vacancies almost always have to be filled with individuals who take the GACE and or enroll in the GATAPP program to become qualified to fill a Sped vacancy. We continue to find that this is a difficult area to fill positions. FY23 SPEd professional development included Specially Designed Instruction training and implementation at the

Strengths and Challenges Based on Trends and Patterns

	middle and high school for both the Gen Ed and Sped Co Teachers. Elementary teachers were provided an introduction to SDI with implementation starting FY24. This will be an ongoing process where teachers will receive coaching throughout the year. Special Education teachers also participated in district wide training to review policies and procedures, as well as, reviewing the implementation manual. GoalBook training was also provided for teachers, as well as, TextHelp. Teachers selected from administration attended a Crisis Prevention Intervention training to gain insight on how to de escalate situations with students. Special Education teachers that administer the Georgia Alternate Assessment were trained in administering the test and updates on the 1% rule. They also had training of the self contained curriculum, N2Y (News 2 You). Some Co Teachers and Resource teachers attended the Multisensory Reading training and LETRS. During the FY24, small group teachers will receive training to refresh skills for TouchMath (math curriculum). They will also receive training for a new reading curriculum, Ascend Smarter Intervention- Multisensory program -phonics based w/ standard alignment. Structure Literacy program with assessments and progress monitoring built in. Research based and DOE recommended. (Despite it's name it IS a curriculum w/ differences for T1, T2, T3 and SPED)(Aligns with our T1 Amplify curriculum). Self contained teachers will also receive follow up training for N2Y. All schools will receive ASPIRE training and middle and high schools will receive ASPIRE Plus training. Since the inception of TKES/LKES, the district has established and implemented processes that ensure fidelity of implementation including analysis of teacher and leader effectiveness and have provided technical assistance for improvement in areas of need. All certified staff develops a professional growth goal which is placed on the TKES/LKES platform. The goals are monitored throughout the school year.

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?	Migrant families are staying in this area longer. They are involved as much as they can but cannot attend events often due to work schedules. These parents may still be hesitant to attend in person events due COVID related issues, but things seem to be returning back to normal. Some who are not legal do not want to get caught driving. Current farming trends are using more machines and less migrant workers. TCHS and middle school soccer teams showed that migrant parents welcome involvement activities. In spring of FY23, the soccer team won the state championship after only 5 years with a team. This even brought out the community and migrant families in celebration of the soccer team. Parents signed up to work concessions and attended events during onion season. This afforded leadership opportunities to both parents and students. Our current PAC President is very willing to do anything it takes to get parents involved. She speaks at each PAC meeting and promotes and encourages parent to become more involved in their child's education. She was elected and continues to serve as the Georgia State PAC Secretary. She has new ideas to try to pull migrant parents in to the educational process. Our contracted lead

Strengths and Challenges Based on Trends and Patterns

recruiter reaches out to our migrant families and OSY/DO/EXITO students that he serves and helps keep them involved. He has a flexible schedule which allows him to work on Saturdays, Sundays, and late evenings during the week. Once a year, we have a combined Migrant and ESOL parent meeting. A translator for the county is available for translating services during the meeting. During this meeting, the East Georgia Mobile Lab comes and offers medical assistance. The school nurse gives vision (using the spot vision equipment funded by CARES II) and hearing screenings. A registrar is in attendance to help parents sign up for Parent Portal in PowerSchool so they have immediate access to their child's grades and attendance. We also have representatives from Reidsville Headstart, Telamon (Kiddie Kastle), Telemon (Toombs County), Tattnall County Pre-Kindergarten Program, kindergarten registration, Tattnall County School's System Navigator or Homeless liaison for the Homeless McKinney-Vento, and individual schools handing out important information such as homework tips and GMAS information. This meeting always draws a crowd and is welcome by the parents to provide these resources.

Community resource packs are given at each PAC meeting and the ESOL meeting. This packet has useful information about local and surrounding agencies with contact information. The community resource packs are in English and Spanish.

Two PAC meetings (Migrant) were held that incorporated Literacy events. Books were handed out at the 2ndPAC meeting and was funded by our LG4A Grant. Our 3rdPAC meeting, every student received a language and literacy bag with book(s) depending on grade level. Younger grades received bilingual flash cards and bilingual learn-to-write workbook along with books. Students in pre-kindergarten through 5thgrade received bilingual books where one side was Spanish and the other side was English. During the PAC meeting, we will provide service learning to the parents and students of ways to increase language and literacy strategies and activities in the home utilizing the children's language and literacy activity bags. The bags will allow for parents to read aloud and have conversations with their children to develop language. Children raised in homes that promote family literacy grow up to be better readers and perform better academically in school than children raised where literacy is not promoted.

We send home monthly Parent Communication to both ESOL and Migrant parents. It is in English, Spanish and Haitian. Along with this, we have started a ESOL/Migrant online newsletter. Parents were given the QR code so they can log in each month for updates. We share useful sites, information and recognize students. We also have an ESOL link on the district/school web page for parents to access for ESOL information.

One of our ESOL teachers, spearheaded a community event on September 17, 2022 for the Hispanic Heritage Month celebration and plans to do the same this FY24 year. The event was a huge success with over 450 people in attendance and made the news. It is a Hispanic Heritage Event where schools and other community members were invited to participate. It featured folkloric student performances, music, student artwork, and a social gathering with plenty of authentic food. This event also had many local and surrounding

Strengths and Challenges Based on Trends and Patterns

	community booths available that provided information and resources for the families in attendance. Children received books funded through the L4GA Grant. Other parent and family events are held at each school throughout the year that include migrant and ESOL families.
	Tattnall County has a translator on staff so that we can send home documents in both Spanish and English. The translator is available to translate documents for anyone who needs help. All schools have a bilingual person on staff (Spanish and English). There are 4 Migrant SSPs and 2 ESOL teachers who meet these criteria.
	All schools actively seek ways to involve the community and parents. Continued use of technology accessibility is preferred according to parent surveys. Parents prefer Class Dojo, email, Power School, District/School Facebook sites, and Remind 101 which provides important and current information at their fingertips. Some used the websites to access information. Many of the schools continue to send home monthly newsletters and post them on their school websites. All schools have special nights or meetings/events with relevant learning activities to involve the parents/guardians and students such as parent, student and teacher conferences, open houses, grade nights, STEM/STEAM night, math and science night, social studies night, literacy night, GMAS night, student transition parent meeting night, PTO/PTA meetings, BOE meetings, Annual Title I Parent meeting, CNA/School Improvement meeting, District CNA meeting, PAC meetings, school council meetings, REACH parent meeting, senior parent night, financial aid parent night, career pathway meeting, and dual enrollment meeting. Our parent, family and community coordinator and family connection coordinator helps keep families involved as well as community partners. Students receive sport physicals each year at no cost from a community partner. The Greater Tattnall Chamber of Commerce has a Tattnall Chamber Junior and Senior Board which consists of high school junior and senior students. They work together to improve Tattnall County through government and civic involvement. They attend monthly junior and senior board meetings, city and county council meetings, participate in civic projects and tour businesses throughout the county. The monthly meetings are designed to inform and educate the members regarding our local governments, the obstacles facing business owners and the importance of participating and giving back to one's community. Surrounding churches and food banks provide food for the Backpack Buddies to send home with needy students for the weekend. Our school district collaboratively works with the community initiative to hold a Back to School Extravaganza at the high school each July for all families with students in the Tattnall County School System. This event provides students and families with school backpacks filled with school supplies, sack lunch, and hygiene products at no cost, While many events and strategies are used to encourage parent involvement, we realize that as a district that we still have a need to parent participation. We do recognize that all parent involvement does not have to be on the school grounds. Through technology, many parents feel updated and connected to all aspects of their student's school experience. This year our district added School Messenger and have utilized it to send important messages to

Strengths and Challenges Based on Trends and Patterns

	parents/guardians. As a district, we will continue to improve communication and encourage them to attend events. COVID protocols did result in no in person family engagement activities for FY20-21 and fall FY21-22. Schools adjusted by offering virtual meetings and involvement opportunities. As COVID cases have decreased, we have been able to have in person meetings and events in FY23. Input surveys are conducted throughout the year by individual schools and the district to seek feedback from stakeholders. Parents are willing to take on leadership roles and volunteer in schools. Parents supported telehealth, school nurse help, audiology van visits, health van, and Help A Child Smile when they were given information beforehand. Federal programs - emphasis on having meaningful parent meetings - with an emphasis on increasing student achievement. Our Family Engagement Coordinator can help us with this as we focus on FY2023-2024. Trends/Patterns - continue the increased use of technology for information, need for parent meetings to contain information to help improve student achievement, need for parent information to be presented in many different formats, need for meetings at varying times of days to fit into parent schedules.

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?	Overall, trends seem to indicate that our district provides a supportive learning environment for students based on student and parent perception data. We have many programs in place to support students and are making better attempts to determine their effectiveness by using walkthrough data and formative and summative student achievement data. Individual student needs are also being addressed during differentiated instruction in small groups, RtI, and special education program. The Consolidation of Migrant funds has allowed us to combine federal funds and offer all students (including migrant) at each school additional tutoring opportunities this year. Additional student supports to address learning loss for FY23 were provided through summer school, after school tutoring, high frequency tutoring, ESOL lab teacher, addition of RTI intervention support teachers, EIP teachers, and a paraprofessional placed in all second through fifth grade ELA/reading classrooms. As a district, we make sure that staff and students are afforded a safe, orderly, and productive learning environment. All schools in the district have an individualized safety plan and protocol which are practiced and updated yearly. FY 2022-2023 ESSER III funds were used to purchase CENTEGIX for each school to maximize, enhance, and protect learning time for students while keeping them safe. CENTEGIX enables all schools to improve preparedness and immediate response efforts discreetly through clear communication and direct location to incidents that impedes the learning process such as students displaying COVID symptoms, medical issues, mental health challenges, or any threat or concern surrounding behavioral outbursts. HALO was also purchased for the high school for improving and monitoring AQI while detecting vape usage too. Social emotional learning continues to be a priority in our district. All schools in the district implement social emotional learning with Jesse Lewis Choose

Strengths and Challenges Based on Trends and Patterns

	Love. Lessons focus on understanding and managing emotions, maintaining positive relationships, and making responsible decisions. To target and provide support for at-risk students, all schools implement Check and Connect. Check and Connect mentors are used in the elementary, middle and high school to foster relationships and to provide timely interventions for disengaging from school due to poor attendance, behavioral issues, and/or low grades. We also have a district behavior specialist that helps in each of the schools to provide support. Students are able to receive services from the school counselor, mental health support through the Family Connection grant, and services from APEX Pineland Mental Health.
	PBIS implementation and alignment has been proven to show improvement in discipline by fostering positive behavior in our students. We will continue to implement the PBIS program with fidelity. All teachers will continue to receive a refresher training and new teachers will be trained on PBIS. A Tier 2 team of teachers at each school will be trained for Tier 2 in FY24. After being trained, the Tier 2 teams will review and use data to progress monitor intervention and effectiveness and address systems barriers to implementation.
	Tattnall employs a nurse at all schools. The nurses are able to support students and families by helping them get access to health care providers and educate families on available services. The nurse can perform an early vision and hearing screener. The nurse also dispenses medication as needed. The nurse organizes free dental care through the Help A Child Smile dental bus and a flu vaccination clinic with the local health department. Telehealth is also an option for acute healthcare needs.
	ESSER II funding has allowed the school district to add equipment to the school nutrition program to aid in delivery of meals for breakfast and lunch to classrooms due to COViD restrictions for social distancing as needed and purchase generators for schools to ensure that servers and freezers used for schools during possible shut downs are backed up. It has also allowed us to purchase buses for transportation for social distancing and after school and summer school supplemental programs. The buses have been equipped with GPS and camera systems to help with contact tracing, medical emergencies and safety. Four modular classrooms were added to TCHS to aid in social distancing and a PA system to each school that has helped with social distancing through the ESSER II funds.
	Many extracurricular activities are offered to encourage students to be vested and connected to the school in ways other than academics. Club meetings are held before, during and after school and many of the clubs offer scholarships that students can apply for to further their education. There is a variety of sports that students can become involved in if interested.
	Professional learning for leaders, teachers, and support staff is crucial to providing a supportive learning environment for our students. In FY23 all staff received training on poverty and poverty training will continue in FY24.

Strengths and Challenges Based on Trends and Patterns

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?	The Tattnall County School district is located in rural south Georgia. Included are two new elementary school facilities (pre-kindergarten through 5th grade), two middle school facilities (6th through 8th grade), and one consolidated high school facility (9th through 12th grade). Due to the poverty level of our families, all of the schools qualify for the Certified Eligibility Program (CEP) where all of the students receive a free breakfast and lunch each day. Persons in poverty in Tattnall County is 20.7% which is higher than the State poverty rate of 14%. The poverty level contributes to many barriers in support of students outside of the school. The number of students living in poverty and dysfunctional families is increasing, which thus requires the need for more social-emotional student services and training for teachers.
	Tattnall's average expenditure per student for 2022 was $13,197. The low tax base and the continued lack of industry and few higher wage earning jobs negatively affect the local share contribution. Over time, higher millage may be needed as well as higher SPLOST contributions. ESSER ARP funds have greatly increased our revenue for aiding instruction to address the learning loss.
	To decrease the drop-out rate, we will need to continue remedial education opportunities at all levels and credit recovery at the high school. Small class sizes and additional teachers require more funds directed to salaries.
	Literacy supports, including technology devices, software, and safe internet access, are needed to increase the number of students reading on grade level. Investing in more technology and staff technology training would positively affect the unmotivated students. More student engagement occurs when students use technology in class.
	Increasing safe school requirements may require a greater financial commitment. Funds from the ESSER III REI Safety Grant will be used to replace doors at the high school in FY24. The school district has also been awarded additional funds for school security needs and enhancements in FY24.
	The minority student population would benefit from hiring more minority role models as teachers and leaders.
	To better utilize our limited revenues, leader training is needed on scheduling students to maximize FTE funding while protecting the best teaching and learning settings.
	Consolidation of ESOL and migrant funds have helped us to meet the needs of the growing migrant and EL populations by offering additional academic support services at each school.
	STEM/STEAM and other advanced programs to meet the needed rigorous preparation for college readiness are needed. Computer Science courses are now mandated, so attention must be given to select a curriculum, purchase resources, and hire certified staff. Enrichment programs would also benefit the gifted students.
	Reliance on technology for all school operations and curriculum content requires financial resources for staffing, infrastructure, access, digital content, and training.
	During the COVID pandemic for FY21 and FY22, our district has become

Strengths and Challenges Based on Trends and Patterns

	more reliant upon technology as we have implemented a virtual learning platform for our students who preferred not to enter the buildings for face to face instruction. While we encouraged students to come to school as soon as possible during this time, we recognized this as a need for some of our students and families to continue with virtual learning. All students returned to school in FY23. Software and technology devices are needed to support off-campus instruction and professional learning for staff in the event that the learning platform would have to shift back to home again. ESSER funding has helped to provide new devices and other technology at each school that can be used in the event of another pandemic. The equipment is used daily in each school to continue to address learning loss and for assessments.

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?	**iReady Data** It is evident from iReady 2022-2023 diagnostic data, that students in K-8th grades are continuing to show growth in reading and math with the implementation of iReady. Students showed strengths in high frequency words, phonemic awareness and phonics and number and operations while vocabulary, informational text and algebra and algebraic thinking showed a challenge for the students. The FY23 spring iReady reading data showed that 24% of students were at mid or above while the fall data showed only 8% were mid or above. From the fall to spring, the data showed that an increase from 12% to 24% for early on grade level. The percentages for one grade level below, two grade level below and three or more grade levels below continued to decrease from fall to winter to spring reading scores. The FY23 spring iReady math data showed that 24% of students scored at the mid or above level and 24% scored at the early on grade level. The one grade level below, two grade levels below and three or more grade levels below continued to decrease from the fall to winter to spring scores. **GMAS EOG/EOC Data (Preliminary)** Our FY23 preliminary school performance on the EOG shows a significant decrease in the percentage of Proficient and Distinguished leaners in the content area of SS (15%). There were slight decreases in the areas of ELA (0.2%) and Math (1.8%). There was an increase in the percentage of Proficient and Distinguished learners (3.8%) in the area of Science and (11.2%) in the area of high school Physical Science. Literacy, writing and basic math skills continue to be a challenge for many of our students in our rural district. FY22 reading status that is based on student performance on the reading and vocabulary subset items on the ELA assessment on grade level or above are 3rd grade (district 60%/state 64%), 4th grade (district 50%/state 56%), 5th grade (district 61%/state 70%), 6th grade (district 41%/state 55%), 7th grade (district 62%/state 67%), and 8th grade (district 70%/state 70%). FY23 GMAS District Data (Preliminary) - All Grades ELA EOG (3rd-8th Grade) Beginning - 37% Developing - 35% Proficient - 24% Distinguished - 4% Math EOG (3rd-8th Grade) Beginning - 27% Developing - 41% Proficient - 24% Distinguished - 8%

Strengths and Challenges Based on Trends and Patterns

Science EOG (5th & 8th Grade) Beginning - 45% Developing - 27% Proficient - 22% Distinguished - 6% Social Studies (8th Grade) Beginning - 30% Developing - 46% Proficient - 22% Distinguished - 2% Physical Science EOC (8th Grade) Beginning - 8% Developing - 38% Proficient - 42% Distinguished - 13% Coordinate Algebra EOC (8th Grade & High School) Beginning - 35% Developing - 35% Proficient - 23% Distinguished - 7% Biology EOC (8th Grade & High School) Beginning - 39% Developing - 28% Proficient - 25% Distinguished - 8% American Literature EOC (High School) Beginning - 34% Developing - 33% Proficient - 30% Distinguished - 3% US History EOC (High School) Beginning - 34% Developing - 38% Proficient - 24% Distinguished - 4% FY23 ELA GMAS data shows a slight increase in the beginning proficiency level and a 1% decrease in developing and proficient levels while the distinguished proficiency level remained the same compared to FY22. Literacy continues to be a focus for our district. Literacy continues to hinder students from making major strides in achievement. FY23 Math GMAS data shows a small increase in percent for beginning and developing proficient levels. The proficient level decreased by 2% while the distinguished level remained at 8%. There were several new math teachers this year. Literacy and basic math computation continues to hinder students from making great progress in achievement. FY23 Physical Science GMAS data showed 55% of 8th grade students from one participating middle school performing at the proficient and distinguished level. FY23 Coordinate Algebra GMAS data shows an increase in developing and proficient proficiency levels. The distinguished level decreased from 9% to 7% compared to FY22 data. FY23 Biology GMAS data had an increase in the beginning and distinguished proficiency levels with a decrease in the developed and proficient proficiency levels. FY23 American Literature data shows an increase in the proficient and distinguished proficiency levels. FY23 US History data shows an increase in developing and distinguished with a decrease in the beginning proficiency level. The proficient proficiency level remained the same. Challenges for improvement include poverty level, learning loss due to pandemic, literacy in the home, overcoming literacy and math deficits, K-12 vocabulary, and writing. Although we see a positive trend in the percentage of students moving from beginning learners to developing learners in some content areas, the data shows that the district needs to increase the percentage of students in the proficient and distinguished categories. Literacy and basic math computation continue to hinder students from making great progress in achievement. There are many processes in place to make improvements in areas of academic, behavioral, social and career. Such processes include RTI, SST, PBIS, Choose

Strengths and Challenges Based on Trends and Patterns

	Love lessons, extended learning time in the schedules, small group differentiation instruction, school tutoring, and summer school. Schools have data driven teams that meet to analyze the data related to skills based on standards. Plans/goals for improvement are written and revisited often throughout the year. Teachers continue to receive literacy and math training as well as other content areas. Teachers have continued training on the new Georgia-developed math standards this year and are making adjustments to fully implement in FY24. **ACCESS Data** Using ACCESS data, 11% of our ESOL population will exit this current year. 18.4% of our population has exited in 2021-2022. In 2020-2021, 9.2% exited and 2019-2020 11.2% exited. Tattnall has exited more than the state percentage each year. **Graduation Rates** Tattnall County's graduation rate has increased each year from 2018 through 2020. Tattnall saw a 1% decrease in FY21 graduation rate. Tattnall's graduation rate has been higher than the Georgia state rate each year even with the decrease in FY21. FY22 graduation rate was the highest at 92.2%. The Georgia graduation rate was 84.1%. Challenges for improvement include the pandemic impact of virtual learners and quarantines, attendance, and limited family support. Tattnall continues to give students access to more resources, opportunities and support such as technology, career pathways, gifted classes, honor's and AP classes, dual enrollment, smaller class sizes, credit recovery, alternative school, Battle Block, PBIS, after school tutoring, summer school and the check and connect program to keep students on track.

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	More students in inclusion classes with teachers trained in Effective Co-Teaching. Strong Pre School Intervention Program, and Strong and growing ASPIRE program with compliant Transition Services. Lead teachers are present at each school to monitor IEP Compliance. We have purchased Goalbook to help our teachers write appropriate goals as well as compliant IEPs. Goalbook also helps teachers identify what specially designed instruction to use with their students. Lead teachers at each school review IEPs and train teachers on topics. They also work with data clerks to check FTE and student record. We have a behavior specialist that works with our teachers on developing compliant and appropriate behavior intervention plans.

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.

Challenges	We have a number of our special education teachers who have the certificate to teach, but didn't major in special education in college. It often takes a while to train these teachers, and by the time we train them, they move out of special education. These teachers also don't understand specially designed instruction for students in the co-taught classroom. Parent participation begins to drop around high school. Mental health of our students is also a challenge. Our students have faced a lot in the last few years and this has effected their mental health.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Title IIA, and IVA funds are transferred into Title IA. These funds are then consolidated with state and local funds to provide flexibility in providing academic instruction to all students - including disadvantaged. Title IA parent engagement funds were consolidated in FY23 and will be consolidated in FY24. All middle and high schools offered supplemental summer school learning opportunities in FY22 and summer school credit recovery is also planned for the high school for FY32. Elementary schools sent home summer learning bags with a parent resource guide in FY22 due to moving schools. In FY23, the elementary schools offered in school high frequency tutoring in the fall. The elementary, middle, and high schools offered high frequency tutoring, after school tutoring and/or Saturday school in the spring of FY23. Large percentage of teachers meeting professional qualifications as well as in-field status strengthen district's ability to insure equitable access to effective educators. Student Growth Percentiles data and TKES observations for all teachers assist schools in determining effectiveness of educators, as well as results of assessments, both local and state. Class size reduction has allowed more time for interventions, progress monitoring and differentiation in core academic areas. In FY22 and FY23, second grade through fifth grade ELA classrooms had a teacher and paraprofessional so that students had more support using ESSER III ARP funds. Programs are utilized in core areas of math and reading that allow staff to focus on remediation/acceleration of students on individual basis and has allowed us to better address the needs of individual students in the classroom setting. In FY24, the elementary schools have adopted anew ELA/Reading curriculum (Amplify) and the new Eureka Squared Math curriculum to better support the students' academic needs. Technology, software, remedial classes including RtI and EIP support, as well as funding for academic coaches have strengthened the academic experience of all students.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	Many of our students continue to perform below state average in many areas. All schools continue to drill down and use the data to address individual student needs and offered remediation as well as enrichment. Tattnall's educational data analyst continues to work with each school in using academic data to impact instruction. One challenge we continue to face is identifying the grade levels in each school that contain the most academically challenged students. Another challenge is attracting and targeting the parents of these students with parent meeting content/topics that will help improve their child's academic performance. Identifying the effectiveness of software programs and reduced class size intervention with meaningful data is also difficult. Our district is striving to provide interventions and supports to address student learning loss and student performance deficits in reading and math with the funds available. These supports are occurring during the school day, after school tutoring, and summer school credit recovery to meet needs. It is a challenge to find enough teachers and support staff available to implement the extra support to address student needs due to the teacher shortage, funding, and teachers wanting more family time after school hours and during the summer.

Title I, Part A - Foster Care

Strengths	There is a foster care plan in place that was developed by all stakeholders to address and ensure the needs of students who are under foster care are able to continue to receive a seamless, quality education. The foster care plan is reviewed annually to ensure we are meeting the needs of these students. The rubric provides an objective way to determine foster care child placement.

Challenges	The continued cuts to transportation funding from the state and increased gas prices have depleted local district transportation funds. Should we have to transport foster children to other districts, we are concerned that funding may become even more of an issue.

Title I, Part A - Parent and Family Engagement

Title I, Part A - Parent and Family Engagement

Strengths	The Family Engagement Coordinator (paid with COF funds) is able to assist with content that is presented to parents at all schools. She collaborates with all of the academic coaches at each school and provide support for Parent and Family Engagement. She is able to combine federal mandates with useful parent engagement activities to keep parents updated on district and school initiatives. She makes sure that documents are translated into home language when possible. A translator for the county is available for translating services during meetings as needed. She attends the combined ESOL and Migrant PAC meeting and other PAC meetings to provide parents with information as it relates to pre-kindergarten and kindergarten registration and transition. When needed, she provides families with information about Coastal Community Action Authority Head Start Programs (Tattnall County). She is a member of the Family Connection Collaborative and Family Connection Board. She assists with the Back-to School Initiative packing of backpacks. During the annual Migrant and ESOL parent meeting, many resources are available for the families. These include the East Georgia Mobile Lab which offers medical assistance, vision screenings using the spot vision equipment and and hearing screenings by a school nurse, a registrar is available to help sign parents up for Parent Portal in PowerSchool so they have immediate access to their child's grades and attendance, Head Start representative, Telamon (Kiddie Kastle), Homeless McKinney-Vento information, and individual schools handing out important school level information such as homework tips and GMAS information. This meeting always draws a crowd and is welcome by the parents to provide these resources. Parents are given multiple ways to provide input on school and district plans. in FY23, school messenger has been used to increase the level of communication with all parents as well as Class Dojo, Remind 101, Facebook, district and school websites, and newsletters. Parents overall feel that the various forms of communication are more than adequate to address the needs of parents and families. Family events like back to school open houses, grade nights, literacy night, math and science night, social studies night, art night, STEM/STEAM night, student and parent transition meeting, senior parent night, financial aid parent night, career pathway meeting, work based learning parent meeting, dual enrollment meeting, etc. are very popular among parents.

Challenges	One main challenge is attracting the parents of low achieving students. Another challenge is presenting needed information to parents in an understandable context. The main focus of parent meetings should be on the improvement of the academic program. Finding areas of importance that would make the most impact on student achievement is difficult. Another challenge has been having meetings with parents face-to-face during the pandemic in FY2020-2021 and the fall of FY2021-2022. During this time, virtual meetings were held. In FY23, face-to-face meetings were held at each school with a few virtual meetings. It has continued to be a challenge to increase attendance at these meetings after the pandemic. So many of our students are involved in activities after school such as sports at the local

Title I, Part A - Parent and Family Engagement

	recreational departments, travel ball teams, dance, gymnastics, music, school sports, school clubs, parent work schedules, etc. and it is difficult to find convenient dates and times to reach most of our parents to increase attendance at school parent and family engagement events. The schools continue to do their best scheduling these events.

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	**K-12 Strengths:**
	● 51 migrant parents completed the Title IC parent survey.
	● 96% of migrant parents feel their child is treated fairly at school.
	● 98% of migrant parents feel the migrant staff helps them and trust the school/home relationship and find it easy to contact the migrant staff as needed.
	● 100% of migrant parents believe that getting an education is important.
	● 94% of migrant parents stated that they look over their child's school work.
	● 66% of migrant parents stated they are involved in schools.
	● 100% of migrant parents would like for their child to graduate from high school and go to college.
	● Migrant parents also stated on the Title IC Migrant Parent Survey that they believe that their children have an opportunity to study and advance in the school system by teachers and SSPs help students to improve their grades, learn more to prepare for the future, improve English language, and that the staff care for their children's education.
	● FY2022-2023, the district took 8th through 12th grade migrant students to ABAC and East Georgia State College for in person college visitation experiences. Migrant students were also encouraged to attend a virtual college visitation experience through the University of North Georgia.
	● 100% of migrant parents believe the migrant education program is helpful to students while 98% feel the program is helpful to the parents.
	● Tattnall migrant staff members have been employees for many years. They are highly qualified and trained. They know our parents and farmers. They help with communication and translate messages. They have a great relationship with the the migrant families and students.
	● Tattnall Migrant Outreach Coordinator has focused on High School credits and credit recovery to keep migrant students on track for graduation.
	● Migrant parents trust the schools.
	● Migrant students want to be successful and work hard in school.
	● Migrant Graduation Rate was 100% in 19-20, 20-21, 21-22 and 22-23.
	● All students who are non-PFS and did not pass the state proficiency

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.)

	requirements were scheduled to be served by SSP's in each school for the 22-23 school year. They will also be scheduled for the 23-24 school year to be served. ● 3 Collaborative Migrant Team meetings held yearly to discuss new items, issues, concerns, etc. ● SSPs RARELY do recruitment due to a contracted Lead Recruiter. Their time is spent focused on students and making sure they are successful in school. Tattnall hires four SSPs to serve migrant students. ● Migrant-focused professional learning ● Local Migrant Program (flexible support) - push in, pull out, tutoring ● Migrant Parent Engagement Activities (District, Regional, State PAC Meetings) / Local School Events - Activities ● At each PAC meeting in FY2022-2023, the district has been able to provide migrant students and families books and literacy bags to take home using L4GA grant and Title IC grant funds. ● Migrant student activities - summer school in FY22, summer school credit recovery for high school in FY23, summer in home tutoring for 21 elementary and middle school students in FY23 ● Communication and translate messages / Translation of Documents - Tattnall County employs a translator for the district ● School Activities such as soccer - Soccer started in 2017 and the soccer team are currently GA State Champs for FY2022-2023. Soccer involves many migrant students who play for the middle school and high school soccer teams. ● Tattnall County Area Resource list for parents is provided at each PAC meeting and available on the district website and at each individual school. ● SSP Teacher Google Survey - General education teachers provided input for services within the K-12 classroom setting based on the services provided by the SSP. Overall, the general education teachers stated that the SSP provided services to help meet the individual needs of the migrant students they serve. ●**OSY/DO Strengths:**- Tattnall contracted lead recruiter has a great working relationship with our local farmers and parents. Contracting a lead recruiter has allowed the SSP's to stay at school and continue to serve children. Lead Recruiter provides OSY/OD with health lesson, health backpack and other resources (delivers food, food banks, clothes, school enrollment, etc.) ●**Preschool Strengths**: - Tattnall migrant staff has a great working relationship with Kiddie Kastle and our local elementary schools. Migrant parents welcome recruiter in their homes. Tattnall contracted with a provider to provide these services to migrant students thereby allowing the SSP's to remain in the classroom and serve students. Those Preschool students served receive a basic skills bag with flashcards, crayons, pencils, activity books, journal, pattern blocks, etc.

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.)

Challenges	- Challenges based on CNA, feedback from current stakeholders, and data analysis: getting migrant students to attend summer school because of movement to find work, remediation of students due to lost time on academic tasks, just tracking in general due to movement - CNA district meeting - migrant parents are asked to serve as part of the CNA planning and preparation district meeting each April in multiple ways including in person, email, or mailed invitation. Although they often respond that they will attend, they do not show up for the meeting due to something coming up last minute. - PAC Meeting / CNA Meeting - Since all migrant parents do not often attend the last PAC meeting after multiple invitations are sent home, a written letter with a list of the migrant education program's strengths and challenges based on the Title IC parent TINA survey are sent home in English and Spanish. The letter also includes the importance of the migrant parents input in the MEP and surveys. - State and federal mandates (K-12, preschool, and OSY/DO challenge). This situation was MUCH better due to the consolidation of funds, addition of contracted provider for OSY/DO/Exito, Migrant Family Outreach Coordinator, and our ability to approve our SSP schedules in house. - Being responsible for groups outside of the realm of K-12 education. i.e... P3, Kiddie Kastle, Head Start, OSY (preschool, OSY/DO challenge). This was also much improved due to consolidation of funds and hiring of OSY/DO/Exito provider. - Due to the transient lifestyle OSY/DO and preschool often do not stay in one location for a lengthy amount of time. Setting times that work with preschool parents continue to be a challenge. Parents will schedule a time with the lead recruiter and will not be home or available at the set time. Families also depart after arranging for services. - Parent Contact - Parents don't always keep current phone numbers and address updated in PowerSchool as they change them. - Scheduling of SSPs in content areas - Trust between general education teacher and SSPs - especially since some general education teachers change each year

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

Strengths	There are no N and D Facilities in Tattnall Co.

Challenges	There are no N and D Facilities in Tattnall Co.

Title II, Part A - Supporting Effective Instruction

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

Strengths	Work days built into the district calendar that provide opportunities for teachers to collaborate within and across schools to examine data and utilize the results to help inform instruction. In FY23, two additional days were added to certified staff contracts for professional learning. One source of data examined is common assessments recently administered in all schools in the district. Teachers compare data to find trends and patterns, to make necessary changes in instruction and/or changes to the assessment itself. Teachers also have opportunities to collaborate and share ideas for upcoming instructional units as well as prepare or edit existing common assessments to be administered in the upcoming instructional period. Every school has an academic coach that provides job-embedded, personalized professional learning, and academic support to teachers. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum to meet the needs of all students. Multiple instructional strategies and processes are shared with the teachers during grade level meetings, PLC meetings, individual meetings, and professional development. In FY23 school year, the district added an educational data analyst. This position allowed for the educational data analyst to work with individual schools' school leaders and data teams as well as the system in accurately collecting, organizing, analyzing and reporting student, school and system data to improve student achievement. The educational data analyst will continue to work with the school leaders, school data teams, and district leaders in FY24. In FY23 school year, the district added a Special Education Instructional Specialist. The Special Education Instructional Specialist collects, organizes, analyzes and reports findings to share with administration and teachers to make informed decisions relative to instructional practices and develops specially designed instruction. assist in determining the appropriate intervention and strategies based on student skills and needs, attends IEP team meetings, leads and participates in on-going and job-embedded professional development, mentors, observes and coach special education teachers for the purpose of improving instruction, and improve IEP compliance. This work will continue in FY24.

Title II, Part A - Supporting Effective Instruction

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

	In FY23 school year, the district added an instructional technology coach. The instructional technology coach is responsible in providing training to staff and students on new software and technology devices, coordinating technology centric workshops, works with academic coaches to fully integrate technology with curriculum initiatives, assists with inventories, databases, and technology reports, researches and communicates innovative teaching strategies and resources to support academics, trouble-shoots computer and software problems, and ensure that all technology distributed to schools are operational, efficient, and aligned with district goals. This work will continue in FY24. The incorporation of teacher leaders in GLISI has strengthened district and school initiatives and provided a more balanced view of the district needs across all grade levels and content areas. GLISI training with teacher leaders has embedded school improvement strategies in PLCs and grade level meetings. Teachers ae using GLISI practices to think critically and evaluate teaching and learning. School level teams along with the district level team have created plans and initiatives to improve current practices and in turn increase student achievement. Teachers new to the district are provided support through our New Teacher Academy by providing professional learning on such topics as differentiation, classroom management, ESOL, Migrant, and processes for supporting struggling students (RtI, PBIS, etc.) Additionally, these teachers work closely with mentors in the schools to provide support. **Tattnall County is transferring 100% of Title II, Part A funds into Title I, Part A in FY24.**

Challenges	As teachers collaborate to plan instruction and assessments at the district and school levels, there is sometimes a breakdown in communication at the school level, which may be due to limited personnel, both at the district and school levels (one district curriculum director, one academic coach at each school). The district also continues to struggle in filling teacher vacancies with teachers who are professionally qualified, especially at the middle school and high school levels and more specifically, in the area of Special Education. Tattnall County is transferring 100% of Title II, Part A funds into Title I, Part A in FY24.

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 <u>both</u> **the ESOL and Title III, Part A language instruction educational programs.**

Strengths	Our main strength is our team of professionally qualified, strong and dedicated ESOL teachers who are advocates for the students. In FY24, we will have a total of 11 ESOL teachers (4 NTES, 3 STES, 1 NTMS, 1 STMS, 2 TCHS) and half time ESOL Coordinator. Many of our district and general education teachers are ESOL certified (21) or have an ESOL endorsement (40). We continue to encourage our teachers to become certified or endorsed in ESOL. Our superintendent uses local funds to provide us more ESOL teachers than are paid by FTE count and many surrounding counties of similar size.
	Student ACCESS scores continue to climb. Tattnall County's Exit rate continues to be higher than the state level. These scores have added bonus points to each school's CCRPI score in the past.
	Teachers attend professional development each year through GATESOL and WIDA. Since the COVID pandemic, they have offered an online and virtual meeting. They have also completed the self-paced WIDA standards modules. Some ESOL teachers have participated in the Munch and Learns that were relevant to their areas this school year. Our ESOL Coordinator redelivers the most important updates and teaching strategies to the ESOL staff during team meetings and through email. Every staff member in the district receives weekly WIDA Wednesday emails with effective teaching strategies and other resources that administrators, ESOL teachers, SPED teachers, general education teachers and paraprofessionals to use in their classrooms with EL students. The ESOL teachers also redelivers updated training to the general education teachers. The ESOL teachers also redeliver professional learning at ESOL district team meetings.
	Our ESOL teachers in the elementary schools are push-in and can assist students in the regular classroom with direct instruction. At the middle schools and high school, the ESOL teachers uses the push-in and pull out models to serve students. One elementary school has an ESOL Lab that serves EL students in a small group setting and independently to provide extra instructional support.
	ESOL teachers meet as a county-wide team with the ESOL Coordinator and Federal Programs Director 5 times a year for PLC, training, and updates. We have found out that the information that we are receiving in the WIDA workshops is superior and timely. So, we are planning our ESOL professional development and delivery based upon this work. We feel it will enhance our student achievement on the ACCESS test as well as the Ga Milestones.
	Our system purchases Rosetta Stone for all schools for newcomers and limited English speaking students. Each school also has been provided Waverly translation ear bud devices and English/Spanish dictionaries for students to

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● If the LEA receives Title III, Part A funds, describe the strengths and challenges of<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

	help with translation. Finish Line and Bridges are two curriculums used at at one elementary school, one middle school and the high school. The high school offers credit recovery in the summer to keep students on track for graduation. The ESOL teachers and general education teachers in our system work closely with EL parents and provide necessary information and guidance in a multitude of ways. ESOL parent meetings are held at the district and school level. One district meeting is held each year and many community resources are available for the ESOL families such as Parent Portal PowerSchool enrollment, vision and hearing screening, East Georgia Mobile Lab, Pre-K and Kindergarten registration support, Head Start program, McKinney-Vento Homeless, and individual school information booths. ESOL teachers have built a relationship with the parents. They are able to communicate with them in many ways through handwritten notes, newsletters, text messages (Class Dojo, Remind), phone, and website class pages. Parents are encouraged to sign up for Parent Portal in PowerSchool to see current grades and attendance. We have an in house translator to provide translation services to schools. ESOL teachers and general education teachers do a great job being flexible and collaborating to meet the needs of our students. The administration support all schools. The ESOL teachers and general education teachers use the ACCESS data to see where and what they can work on during the next school year. ESOL teachers are willing to share within our team items that they are working and offer input as needed.

Challenges	One challenge is getting core academic teachers to sign up for the ESOL endorsement classes or to take the ESOL GACE. Teachers are worried that they will have to do additional paperwork for no pay. Scheduling at the schools is a challenge trying to best meet the needs of ESOL students. Regular education teachers, although we are seeing an increase in knowledge base, often do not understand the methods of addressing Second Language Students in the regular classroom. We work diligently to provide useful professional development to help close this gap. Newcomers who speak no English is a challenge as we try to meet their needs. This current year was the highest number of newcomers ever and added stress on regular education teachers who just were not sure what to do. Professional development has been centered on how to help newcomers this year. The grading process for ELs is also a challenge. A presentation was created to help teachers better understand what and how they can meet the needs of the students and still provide a way

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<u>both</u>the ESOL and Title III, Part A language instruction educational programs.

	to show what they are doing grade wise. The speaking section of ACCESS seems to be the biggest cause of students not exiting. We worked extra hard on speaking exercises for this school year and will continue to. We are still analyzing data, but feel scores rose overall. We think we see a drop in writing scores from this current ACCESS so this will be a focus for this upcoming school year if that is proven to be true through data analysis. EL students' poor academic and language performance and the gap in EL performance on state ELA assessments as compared to non-ELs continue to be a concern. FY23 ACCESS results shows 44 out of 208 (21%) students with a composite score at proficiency level 4 or higher. Continued work to address student deficits is needed to increase language acquisition to ensure student success in all content areas. It is a challenge to make parent contact when parents do not always keep current phone numbers and address updated in PowerSchool. Dual served students (SPED/ESOL) are often harder to see progress. These often end up being in ESOL long-term. We are working on ways to improve this area of concern. Curriculum is sometimes a challenge when scheduling plays a role in where the teachers push-in. With the adoption of a new elementary curriculum in FY24, we hope to see better results this next school year. Communication with some of our newcomers this year has been difficult. In the past, we only had Spanish for the majority of our EL population and we had staff at each school who could help. This year, we had more Haitian than any other group to enter our schools as ELs. Although some could understand Spanish, others could not and it was not easy to communicate. We have in place ways to use technology, but that is still not always successful.

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

Strengths	Our local bus drivers, counselors, and registrars are of great help in identifying and coding our homeless students. Registrars have homeless packets to use in identification of homeless students upon enrollment or throughout the year when a parent states they may be homeless. Local administrators work at the school level to provide additional resources such as prom dresses , health and hygiene products, clothing, and help with items needed for academics or athletics. McKinney-Vento Homelessness training and Understanding

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

	Double-Up training are provided to bus drivers and all staff each year in the identification and reporting of homeless students. Each school has a brochure rack in their lobby that holds information about McKinney-Vento and being homeless as a parent resource. Tattnall County has a community resource list that is updated yearly for parents that need more support and resources in English and Spanish. Books about homeless students have been given to the counselors and school administration at each school as a resource. Each school is equipped with cabinets that hold backpacks with school supplies, duffle bags with hygiene products, and winter coats for homeless students purchased with ESSER III ARP HCY funding.

Challenges	We have had problems working with college admission staff to waive admission fees and dorm application fees for our homeless students. Often times, these are paid out of pocket by our sympathetic staff members so that these items do not become a barrier to college attendance. We need a liaison at the college level to help our students with the transition process. Identification of homeless students provides a challenge to the district because some parents are reluctant to identify themselves as homeless. COVID and poverty levels have impacted families and living arrangements causing more families to double up to take care of the elder or loss of jobs. However, some families have chosen to double up not due to being homeless but by choice or culture. School registrars, front office personnel, and signs in each school direct parents and students to call our county homeless liaison. The homeless liaison shares information about county-wide services, but the services offered within our region are not able to support all of the needs of families needing assistance. The homeless liaison also provides a list of agencies and other resources in the area and surrounding areas to parents and students. The list is available at each school office and district website in English and Spanish.

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Based on survey data as well as evaluation of instructional practices through the TKES process, it was evident that effective use of technology was a strength in our district. The technology is used to support classroom instruction, small group interventions, extended learning as well as provide computer skill activities so that students are able to learn how to use the computer effectively for assessments and online courses. Some teachers are using technology by recording themselves teaching the lesson so that the substitute can use and learning can continue when the teacher is absent. Google Classroom is being

Title IV, Part A - Student Support and Academic Enrichment

utilized by all staff, students and parents. Another strength for our district is the long standing tradition of promoting health education and safety through participating in various programs such as the Fitness Gram program in grades 1-12 and participation in C.H.A.M.P.S at the elementary school level. We continue to make school safety a priority. Safety plans with specific procedures and protocols are updated throughout the year and practiced by staff and students. CENTEGIX was purchased using ESSER III ARP funds to maximize, enhance, and protect learning time for students while keeping them safe. CENTEGIX has enabled all schools to improve preparedness and immediate response efforts discreetly through clear communication and direct location to incidents that impede the learning process, such as students displaying COVID symptoms, medical issues, mental health challenges, or any other threat or concern surrounding behavioral outbursts. PBIS is utilized to teach schoolwide expectations and classroom rules in order to decrease discipline referrals to have a positive impact on academic achievement.

Even though our district has not previously participated in a STEM initiative, two of our middle schools have begun incorporation of STEM initiatives into the curriculum. One middle school, in conjunction with community partners, established an Innovation Station where students were afforded the opportunities for unique learning experiences. The same middle school also received a STEM/STEAM grant and has had My PBL Works, Maker Space, and Cult of Pedagogy professional development learning, The same middle school received another STEM/STEAM grant in FY23. They focused on the CTAE program and career readiness/education. It allowed the students the opportunity to explore and investigate the global job market with an emphasis in digital skills and cross curricular learning as well as have access to a variety of diverse learning opportunities. These opportunities were provided through iCEV and facilitated within the CTAE program at the middle school.

The district collaborates with all of the elementary schools, middle schools, and high school within the school system to provide opportunities for students to incorporate career and technical education through a variety of academic offerings in order to support the development of social skills and workforce-readiness behaviors. The guidance counselors from all of the schools meet to discuss the practices of career related education and to align current practices with the mandates of House Bill 400, the BRIDGE Bill. The CTAE Director has set up profile accounts on the CTAE Resource Network for all of the guidance counselors within the school system. The Georgia Department of Education uses the CTAE Resource Network to disseminate updates and other important information. The CTAE Resource Network also provides the counselors and academic coaches websites and info to use to plan career activities for each grade level. The district offers 17 different Career, Technical, and Agriculture Education (CTAE) pathway options for high school students within the 6 career cluster program areas to ensure students

Title IV, Part A - Student Support and Academic Enrichment

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

	have the skills necessary for future careers.
	Career Cluster: Agriculture, Food, and Natural Resources
	● Agriculture Leadership in Animal Production Pathway
	● Agriculture Leadership in Forestry Pathway
	● Agriculture Leadership in Horticulture Pathway
	● Agriculture Leadership in Plant Science Pathway
	● Agriscience Systems Pathway
	● Forestry and Animal Science Systems Pathway
	● Forest Mechanical Systems Pathway
	● Horticulture and Animal Systems Pathway
	● Horticulture Mechanical Systems Pathway
	● Horticulture and Forest Science Pathway
	● Plant Mechanical Systems Pathway
	● Poultry Science Pathway
	Career Cluster: Business, Management, and Administration
	● Business and Technology Pathway
	Career Cluster: Education and Training
	● Early Childhood Education Pathway
	Career Cluster: Finance
	● Business Accounting Pathway
	Career Cluster: Human Services
	● Nutrition and Food Science Pathways
	Career Cluster: Information Technology
	● Computer Science Pathway
	Students are strongly encouraged to become CTAE Pathway Completers (earning credit for 3 classes within the pathway). Once a student is eligible, the

Title IV, Part A - Student Support and Academic Enrichment

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

student may take an End of Pathway Assessment (EOPA). If a student passes the EOPA, the student earns a nationally recognized industry credential. These students who are CTAE Pathway Completers AND earn a credential of value are presented with a red cord at their Senior Honors Program to be worn at their graduation ceremony. This year we had approximately 218 CTAE Pathway Completers with 116 earning credentials of value. In an effort to build excitement around the teaching profession and encourage students to pursue a career in education, Tattnall County High School participated in Georgia's Future Educators Signing Day, which is a statewide initiative sponsored by the Georgia Department of Education. This year 8 graduating seniors participated in this event on May 2, 2023.

For FY23, the following Career Ready Diploma Seals were awarded:

- 42 Pathway Skills Seals

- 62 Distinguished Pathway Skills Seals

- 14 Leadership Skills Seals

Students are also provided with Dual Enrollment opportunities to earn both high school and college credits through dual enrollment programs to better prepare them to enter college and the workforce with the skills necessary for success. Students are able to participate in the Certified Nurse Aide Program and be eligible to take the state Certified Nurse Aide program within 1 school year. Welding is another program area that is gaining popularity. The Work-Based Learning (WBL) program is made available to all juniors and seniors. Students must meet the eligibility requirements as set forth by Georgia's Work-Based Learning Manual. The WBL program serves students in the following categories: Employability Skill Development; Internships (paid and unpaid); Cooperative Experiences; and Youth Apprenticeship. WBL program serves approximately 143 students and has 83 business partners. The WBL program is planning to provide additional unpaid internship experiences within the secondary setting by providing students with opportunities to work in the school based enterprise, The Warrior Trading Post.

At the secondary level, employability skills are taught in all of the CTAE classes by the CTAE instructors. The Career Technical Student Organizations also incorporate employability skills lessons within their local and state meetings. The WBL coordinator also assists with delivering lessons on employability skills by serving as a guest speaker in academic and career tech classes for grades 6-12. The WBL and YAP Coordinators participate in the district's elementary schools "Trunk and Treat" programs. The coordinators choose a different employability skill to focus on each year. The "Trunk and Treat" programs are for students in pre-K through 5th grade. The WBL program has implemented the Georgia Business Employability Student Training (BEST) as

Title IV, Part A - Student Support and Academic Enrichment

	developed by the Georgia Department of Labor. Georgia BEST provides an opportunity for students to earn a certification in soft skills such as punctuality, attitude, work habits, time management, communication, social media ethics, and responsibility. The CTAE Advisory Committee provides guidance to the CTAE department and meets two times a year. The committee consists of business/industry partners, school administration, guidance counselors, CTAE teachers, CTAE students, and CTAE parents. The committee provides guidance in several areas, such as the CTAE Pathway offerings. Our CTAE Pathways should align with our regional and local labor market needs. Next school year (FY24), our district will be adding an additional career cluster area, Health Science, and begin offering the Therapeutic Services/Sports Medicine Pathway. Our business/industry partners also provide guidance regarding technical and soft skills students need in order to be successful as well as the equipment being up to date in the labs. **Tattnall County is transferring 100% of Title IV, Part A funds into Title I, Part A in FY24.**

Challenges	Lack of adequate state funding over the past 10 years or so had led to a decrease in the emphasis on art and music in our schools. Some schools still have art and music, but there are some schools who do not have art and/or music. There are still efforts in some schools to expose students to the arts through music, Band, Drama, and Art Competitions. Due to the number of students from impoverished backgrounds, there is a need to increase the level of support provided to individual students to help them experience success. We have many students who are not proficient in reading, writing, and math on the GMAS. The flexibility of funding allows us to implement programs and activities that are evidenced-based and specific to meet student needs and deficits. Although we have career clusters and pathways at our high school, we see the need to expand to better prepare our students for the workforce and offer a wider variety of pathways, but it is difficult to find personnel with certification to teach certain pathways. Tattnall County is transferring 100% of Title IV, Part A funds into Title I, Part A in FY24.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Students have access to professionally qualified educators in all schools in the district. Large percentage of teachers meeting professional qualifications as well as in-field status strengthen district's ability to insure equitable access to effective educators. Most teachers in the Tattnall County School System hold a Master's (5-year) degree and are at the mid-level (3-20 years) experience. We currently have 29 teachers teaching out of field. Out of these teachers, all 29 have a four-year degree. These teachers are being supported and working towards obtaining their in field certification. All of our paraprofessionals are professionally qualified and have a clearance and para pro certificate. We have 1 lacking the para pro certificate but is working towards it. When teachers are teaching out of field, our human resource works with the teacher by supporting and developing a plan. District provides support for new teachers through an induction program known as New Teacher Academy which includes GaDOE induction program strategies. The structure of this program includes the use of veteran teacher mentors to support new teachers. New teachers meet at the BOE for 2 full days in July before school starts and 3 half days throughout the school year in October, January, and March. The new teacher has the veteran teacher mentor the entire school year. We also have ongoing professional learning throughout the school year at the district level and school level to ensure that teachers and paras are effective in the classroom. Co-Teaching training occurs throughout the year as well as Co-Teaching observations to support the regular and special education teachers to be more effective as educators. Migrant SSPs and ESOL teachers receive training and attend meetings throughout the year for ongoing professional learning to support the migrant and EL students.

Challenges	Tattnall County continues to struggle to hire teachers at all levels, but more frequently at the high school level, and particularly in the area of Special Education and math. Beginning teachers have a hard time juggling all the responsibilities of a new teacher while trying to complete an educator preparation program at the same time. There is currently a greater turn-over at the elementary level.

Title V, Part B - Rural Education

Strengths	Title VB funds (which are consolidated) are used primarily to purchase technology for classrooms and supplemental software. The Technology Director and the media specialists review current inventory and determine teaching and learning needs each year. Title VB has allowed us to purchase chrome books, interactive boards, data projectors, classroom sound systems, and computers used for instruction. This money can also be spent at each school for technology professional development.

Title V, Part B - Rural Education

Challenges	Our main challenge is the limited amount of funds require careful prioritizing of needs in each school. Careful planning is required. Most software is now subscription based which requiring an annual commitment of funds. All funds target increasing student achievement in all schools. Evaluating digital content for purchase and then measuring the effects of each application is desired. However, it is difficult to accurately measure the impact of software on student achievement because it is not an isolated intervention of instruction.

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	There is a need to improve student performance in all core content areas.
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	Increases need to be realized for all students to improve student achievement across all content areas with an emphasis on the black, SWD, EL, and ED subgroups. This goal is the basis for meeting the needs of our students and closing the achievement gap through individualized and small group instruction. A need to continue the alignment of assessments to learning targets is necessary to insure that teachers have an understanding of the need for student ownership in knowing what they are learning (learning target) and helping them to understand how they know they are successful in learning the material. Addressing learning loss due to the school closure in March 2019, quarantines, virtual learning continues and learning deficits to be a priority by providing additional supplemental learning opportunities such as high frequency tutoring during school, after school tutoring, and/or summer learning.

Overarching Need # 2

Overarching Need	There is a need to improve the learning environment to include social and emotional learning, cultural sensitivity and diversity, and teaching students of poverty.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Social and emotional needs must be met in order for students to be successful academically and in life. More students are struggling with anxiety, depression, and unable

Overarching Need # 2

Additional Considerations	to regulate emotions and behaviors. The COVID pandemic, poverty, home events, social media and other trauma stresses are triggers.

Overarching Need # 3

Overarching Need	There is a need to recruit, hire, develop, and support, and retain effective staff.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	There is a teacher shortage in Georgia and the university systems have not been producing the number of education majors as they have in the past. Some teachers are leaving the education profession for another career. There continues to be a shortage in substitute teachers and bus drivers.

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 - There is a need to improve student performance in all core content areas.

Root Cause # 1

Root Causes to be Addressed	Due to the number of teachers leaving the profession and new teachers being hired, students have varying access to experienced teachers.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally and academically.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education 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

Root Cause # 2

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Students perform at varying levels and have a variety of academic deficiencies which inhibit student academic success and often require additional remediation strategies, such as computer based instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 4

Root Causes to be Addressed	Due to continuous changes in state standards and varying levels of teacher experience and qualifications, there are challenges for teachers in planning and implementing curriculum.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 4

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

Additional Responses	

Overarching Need - There is a need to improve the learning environment to include social and emotional learning, cultural sensitivity and diversity, and teaching students of poverty.

Root Cause # 1

Root Causes to be Addressed	There is a lack of understanding of students' cultural backgrounds, lack of demonstrated empathy and the tools/strategies to address students' mental, social and emotional health needs in poverty.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	More students are struggling with anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers including the COVID pandemic, poverty, home hardships, social media and trauma contribute to the student struggles.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	

Overarching Need - There is a need to recruit, hire, develop, and support, and retain effective staff.

Root Cause # 1

Root Causes to be Addressed	Teacher turnover continues to be an issue, especially in the area of Special Education and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 1

Additional Responses	

District Improvement Plan
2023 - 2024

Tattnall County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Tattnall County
Team Lead	Dr. Tisha Holland
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part C Title I, Part D Subpart 2 Title III, Part A, EL Title III, Part A, Immigrant Title V, Part B Title I, Part A School Improvement 1003 (a) Title IX, Part A McKinney Vento IDEA 611 IDEA 619
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve student performance in all core content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Due to continuous changes in state standards and varying levels of teacher experience and qualifications, there are challenges for teachers in planning and implementing curriculum.
Root Cause # 2	Due to the number of teachers leaving the profession and new teachers being hired, students have varying access to experienced teachers.
Root Cause # 3	Many students in the district come from high-poverty backgrounds and need additional support socially, emotionally and academically.
Root Cause # 4	Students perform at varying levels and have a variety of academic deficiencies which inhibit student academic success and often require additional remediation strategies, such as computer based instruction.
Goal	More individualized and small group instruction will be implemented in order to meet the needs of ALL learners to show a 3% increase in the total percentage of students earning levels 2, 3, and 4 on the Spring 2024 GMAS (EOG and EOC) for all content areas.

Equity Gap

Equity Gap	School Mean Growth Percentile (SGP)

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9

Equity Gap

Grade Level Span(s)	10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	The academic coach employed at each school will continue to support classroom teachers in the implementation of curriculum to include planning, instruction, and assessment in all core content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student Achievement Data Team Review School Administration will meet with Academic Coach on a monthly basis to plan PLC/GLM/Department meeting content. School Administration and Academic Coaches will keep PLC/GLM/Department agendas, meetings/notes, sign in sheets to ensure completion.
Method for Monitoring Effectiveness	Georgia Milestones Data Observations
Position/Role Responsible	School and District Improvement Teams School Administration Academic Coaches
Evidence Based Indicator	Strong

Action Step # 1

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	In FY24, the district will continue to fund one paraprofessional per grade level in grades 2-5 ELA classrooms to provide instructional support for students in small group settings. The district will continue to employ RtI teachers and EIP teachers to provide individualized and small group instruction to students in the Tier process and in the EIP program based on needs and data collected. These positions will lower the student-teacher ratio and provide support for student learning in order to increase student achievement.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation	Review student achievement data Master Schedules (paras, RtI, EIP) Lesson Plans - individual/small group instruction
Method for Monitoring Effectiveness	Principals will review iReady data in reading and math (K-8th grade) 3 times a year, GMAS data will be reviewed, USA Test Prep data (middle schools) progress of all classes - this will also cover classes with paras, RtI, EIP and all reduced size classrooms. Observations
Position/Role Responsible	School and District Improvement Teams Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	The district will provide targeted professional development to faculty and staff in all content areas to address individual student needs and student achievement deficiencies. In house job-embedded professional learning and expertise of outside content consultants will be utilized for professional development to promote student achievement and engagement. Strategies will be implemented to supplement learning based on student needs and deficiencies through the use of the delivery push-in and pull-out remediation models and supplemental learning opportunities.

Action Step # 3

Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Level PD - PLC/GLM/Department agendas, PowerPoints, handouts, sign in sheets, PD schedules District Level PD - agendas, PowerPoints, handouts, sign in sheets, PD schedules
Method for Monitoring Effectiveness	Principals, Academic Coaches, RtI Coordinator, school improvement team and school level data teams will analyze student pre and post test data for strategies implemented such as tutoring and any specialized instruction or programs. (Rti Progress Monitoring Data, Georgia Milestones Data, iReady Data, USA Testprep Data, IXL Data) Employee evaluations
Position/Role Responsible	Principals Academic Coaches RtI Coordinators/Instructional Specialists School Improvement Team/Data Team Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 3

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

Action Step # 4

Action Step	The district will continue with an increased focus on planning and delivery of instruction by using the district required standard lesson plan to be used by all schools during the 2023-2024 school year. Beginning of school faculty/staff meetings will include lesson plan requirements overview in the back to school PowerPoints. Lesson plans will be uploaded weekly in district/school Google Classroom. When using the push-in and pull out delivery model for SPED, migrant, ESOL, and EIP, the learning activities through collaborative planning with the general education teacher will be documented. Lesson plans will include rigorous activities. Assessments are to be aligned with the standards and learning targets. Academic coaches will support teachers with curriculum planning and implementation through PLCs, GLMs, department and/or on individual basis.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Curriculum Maps/Pacing Charts Sample Lesson Plans Back to School Lesson Plan Requirement - Principal PowerPoint, agenda, sign in sheet Curriculum/Instructional Planning Support Documentation - PLCs/GLMs/Department or individual support agendas, PowerPoints, sign in sheets, emails, conferences/meetings
Method for Monitoring Effectiveness	Employee evaluations
Position/Role Responsible	Principals Academic Coaches

Action Step # 4

Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to improve the learning environment to include social and emotional learning, cultural sensitivity and diversity, and teaching students of poverty.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	More students are struggling with anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers including the COVID pandemic, poverty, home hardships, social media and trauma contribute to the student struggles.
Root Cause # 2	There is a lack of understanding of students' cultural backgrounds, lack of demonstrated empathy and the tools/strategies to address students' mental, social and emotional health needs in poverty.
Goal	Tattnall County will decrease the percentage of office discipline referrals (ODR) of the top 10% of referred students from 33% in 2022-2023 to 30% of all referrals in the 2023-2024 school year.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans

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

Equity Gap

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

Action Step # 1

Action Step	The District will continue to sustain the implementation of PBIS to address the needs of students including social, emotional, and academic needs. Staff will receive professional development for the implementation of PBIS. Bus drivers and bus monitors will receive a refresher course of behavior management with implementation of PBIS for the bus in their fall transportation meeting.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS School Level Teams - monthly meetings (discipline/bus referral data review, agendas, handouts, PowerPoints, sign in sheets) PBIS Lesson Plans PBIS Schoolwide Expectations including bus expectations PBIS PD -School Staff and Bus Drivers/Bus Monitors - agendas, handouts, PowerPoints, sign in sheets District Level PBIS Meetings - agendas, handouts, PowerPoints, sign in sheets, district discipline data
Method for Monitoring Effectiveness	Discipline and Bus Referral Data PBIS School Walkthrough Data
Position/Role Responsible	Principals Assistant Principals PBIS Coaches

Action Step # 1

Position/Role Responsible	District PBIS Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	The district will provide a book on Poverty by Eric Jensen for poverty professional development during PLCs/GLMs/Department meetings. 100 books of each title were ordered and will rotate through the schools for the 2023-2024 school years. Engaging Students with Poverty in Mind by Eric Jensen will be used for 2023-2024. Each school will keep the books for a nine week period (1st 9 weeks - STES/STMS, 2nd 9 Weeks - NTES/NTMS, 3rd 9 weeks - TCHS). The academic coach will then check out the books to the instructional staff and collect them at the end using an inventory form provided by the Federal Programs Director. Academic coaches will return books upon completion to Federal Programs Director. The academic coaches will be provided a PowerPoint with key points to redeliver for each book at PLCs/GLMs/Department meetings and discuss the implications for improving relationships with students and parents of poverty in Google Classroom. The PowerPoint with a question for each chapter will be placed as a Google Form for staff to complete in Google Classroom. During the new teacher academy, the new teachers will participate in a poverty bus tour throughout the district.

Action Step # 2

Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PLCs/GLMs/Department Meetings-Poverty Book PowerPoints, agendas, sign in sheets Inventory of Poverty Books Form - check out/check in Poverty Bus Tour- new teachers (agenda, sign in sheet)
Method for Monitoring Effectiveness	Google Form Poverty Quiz/Questions documentation Discipline Data - each school will monitor the number of discipline referrals to see if increased relationships with students will produce lower referral rates.
Position/Role Responsible	Federal Programs Director/Director of Health and Social Services - inventory of books form, poverty book PowerPoints, Google Form Book Study Quiz/Questions Academic Coaches - Book Study (delivery of poverty material to instructional staff through PLCs/GLMs/Department meetings, agendas and sign in sheets) Curriculum Director - New Teacher Poverty Bus Tour
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

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)?	

Action Step # 3

Action Step	The district will continue to sustain the implementation of Check and Connect at all schools to pair at-risk students with trained mentors to target improvement in attendance, behavior, and course performance.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Check and Connect Coordinator will monitor the Check and Connect dashboard data and support the mentors
Method for Monitoring Effectiveness	Check and Connect Dashboard Data Check and Connect End of Year Data
Position/Role Responsible	Check and Connect Mentors Check and Connect School Coordinators Check and Connect District Coordinator
Evidence Based Indicator	Moderate

Action Step # 3

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)?	

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	There is a need to recruit, hire, develop, and support, and retain effective staff.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Teacher turnover continues to be an issue, especially in the area of Special Education and math.
Goal	The district will seek to employ professionally qualified teachers and increase the retention rate by 3% (excluding retiring employees) in 2023-2024.

Action Step # 1

Action Step	The district will continue to sustain the implementation of the New Teacher Academy. The New Teacher Academy provides support for new teachers through an induction program including GaDOE induction program strategies. The structure of this program includes the use of mentors to support new teachers throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	New Teacher Academy agendas, PowerPoints, sign in sheets Mentor Checklist
Method for Monitoring Effectiveness	New Teacher Academy Exit Surveys Teacher Retention Data Review data each spring to determine if retention rate of teachers has improved.
Position/Role Responsible	Curriculum Director Human Resource Director School Mentors
Evidence Based Indicator	Strong

Action Step # 1

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 # 2

Action Step	The district will provide support for employees seeking in-field and professional qualifications by providing study guides and reimbursement for GACE assessments. The district will also assist teachers in signing up to take courses for gifted, reading and ESOL endorsement. Human Resource Director meets periodically with any employee working to obtain certification to develop and update a plan to obtain in-field certification.
Funding Sources	Consolidated Funding
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	District will review In-field and PQ reports Teachers not teaching in field will be contacted about GACE and other requirements (certification plan).

Action Step # 2

Method for Monitoring Effectiveness	In-field and PQ reports will be reviewed quarterly. GACE
Position/Role Responsible	Human Resource Director Curriculum Director
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

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).	The Tattnall County School District held a CNA workshop/meeting which included a variety of stakeholders. District level leadership participated during this process to ensure all Federal Programs were included. During the workshop, attendees were divided in 5 groups to evaluate and discuss the five systems for continuous improvement. The stakeholders reviewed the state and local data including demographics, financial data, TKES/LKES data, stakeholder surveys, school climate and student achievement results. Upon completion of each system and the data, a final consensus of district needs was made. After the district needs were identified, the district developed a District Improvement Plan. This process is replicated at the school level to identify needs for the schools to inform the School Improvement Plan/Schoolwide Plans. Each year, the district also conducts surveys to include all stakeholders, e.g. teachers, paraprofessionals, administrators, students, parents, business/community partners, and partners from higher education as an opportunity to provide input. The results of these surveys are analyzed and used when formulating the School Improvement Plans, District Improvement Plan and professional learning needs for the upcoming school year. The district sought advice from staff, parents, and other stakeholders throughout the Comprehensive Needs Assessment process by involving them on the various committees as well as allowing input via surveys at the district and school levels. District leaders took the list of required and additional stakeholders and made sure that all groups were represented. Principals helped identify migrant students and parents as well as EL students and parents. Teachers and paras were involved in the process as well as counselors, academic coaches, etc. Local community leaders and staff from the local technical schools and colleges (higher education) were also identified and invited to attend meetings. Survey results as well as input during CNA meetings were analyzed and included when determining and prioritizing district needs. Parents, students, staff, and community stakeholders participated in the online and paper surveys. Funding sources for each of the action steps involved the coordination/consolidation of federal, state, and local funds. Tattnall County School District uses student achievement data to determine the best activities to meet the needs of students in our district. The data is used to monitor the effectiveness and academic growth of students. Professional Learning Communities (PLCs), Grade Level/Department meetings, and data team meetings are established and provide job-embedded time for teachers and staff to collaborate on implementation, review data, make instructional adjustments, and planning. Each school is equipped with an academic coach to provide support to teachers. They collaborate with teachers in designing and implementing instruction based on the state standards and district curriculum

Coordination of Activities

	to meet the needs of all students regularly during PLCs, grade level/department meetings, data team meetings and individual teacher meetings as necessary. The district, school administration and academic instructional coaches provide professional learning throughout the school year based on specific needs including multiple instructional strategies and processes as well as coordinate with outside agencies to provide workshops and training sessions that are related to the needs of the students and families including First District RESA and GLRS to increase teacher effectiveness at each school. The school district also addresses the orientation, induction, and retention of new employees through the New Teacher Academy. All new teachers are provided a veteran mentor for the year. They also meet multiple times at the district level as a cohort group for professional learning. The district encourages staff to participate in the GaDOE Community professional learning opportunities throughout the school year as the events become available. Each year, the district and school leaders seek feedback from instructional staff and families about supports needed. All of the activities and professional learning are aligned with activities supported by Federal Programs, state and local funding, and resource agencies through COF. Parents, community, and employees are given multiple opportunities to provide input throughout the school year at the district and school levels. Additionally, the principal of each school and superintendent may be contacted at any time by stakeholders for questions, comments, or suggestions for the district improvement plan and school improvement plan. The school board meets monthly and stakeholders can also voice pertinent concerns. Family Connection with Brave Tomorrow and the additional mental health counselor as part of the Mental Health Outreach initiative helps students and families throughout the school year. Pineland continues to offer APEX as another counseling option for students and families too struggling with stress, anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers include poverty, home hardships, social media and trauma. Family Connection also coordinates with our school district to offer literacy events for students and families this includes FERST Readers to provide a book each month for children from birth to age 5 along with a newsletter to help parents use the book. Students are given a book at Trunk or Treat events, when they get vaccines at the health department (book with shots), Big brother/sister program, community festivals (book walks), summer Kiwanis Kids Kamp, and school book fairs where every student can purchase a book. Family Connection partners with civic groups, local churches and school clubs to provide food boxes, literacy bags, hygiene items and programs including the yearly summer camp (Kiwanis Kids Kamp) and Christmas toy giveaway. Family Connection provide 9th and 10th grade students a Teen Maze where they have the opportunity to experience an interactive life maze. They watch a drama with a real life party situation that leads up to a fatal car crash. They then are involved in 10 different stations led by professionals in the community in the subject area, which includes aspects from party scene such as alcohol and drug abuse, dangers of social media, funeral home, sexual behavior, and jail scene. Family Connection coordinator participates in the CHINS (Children in Need of Services) meetings for students involved in truancy, unruliness or in trouble at

Coordination of Activities

	school or home. The committee along with DJJ creates a solution to challenges related to absenteeism with the students and their families.
	The Check & Connect program is a district-wide initiative to address the social and emotional needs of students that is monitored by the Director of Health and Social Services. The Check & Connect program pairs at-risk students with trained mentors for a 2-year period to offer social and emotional support. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages the Check & Connect App. The mentors enter current attendance, behavior, and grades on a weekly basis. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year. PBIS is implemented in all schools to address the needs of students including social, emotional, behavior and academic needs. Through PBIS, staff provide tiered supports and respond to needs to improve the learning environment while addressing behavioral, academic, social, emotional, and mental health needs.
	Parent and family events are supported by businesses and organizations allowing opportunities for many service providers to participate and engage with families throughout the school year. The community coordinates with the school district to host a Back to School Extravaganza drive-thru event where they provided free book bags with school supplies, hygiene items, food and other resources at the high school in July to students in the schools.
	There is a foster care plan in place that was developed by stakeholders to address and ensure the needs of students who are under foster care are able to continue to receive a seamless, quality education. The foster care plan is reviewed annually.
	The Tattnall County Family Engagement Coordinator assists with the transition of students between Pre-K and Coastal GA Community Action Authority Head Start (Reidsville/Glennville) to Kindergarten. She coordinates Kindergarten Transition meetings with the Elementary Schools and provides this information to Tattnall County High School Pre-K and CGCAA Head Start/Pre-K (Tattnall County) families. The Family Engagement Coordinator also distributes Kindergarten registration flyers to CGCAA Head Start for distribution to parents. She also attends a Migrant PAC meeting in the spring to distribute Kindergarten registration flyers and other important information for the families. She communicates with each elementary school registrar concerning needed documentation from all Head Start Programs parents/guardians. In addition to the other services, Tattnall County also offers 2 Preschool Intervention classrooms, designed for students ages 3-5. Students must qualify in 1 or more of the 5 developmental areas. Students also receive related services in the areas of Speech, Occupational and Physical Therapies in this setting, if needed. The purpose of the program is to provide early intervention services for students that have been found to have a developmental delay. The goal is to have the student functioning to their full capacity and as close as possible to their same aged peers once they enter the

Coordination of Activities

	Pre-K program. To ensure enrollment in the Pre-K program, developmentally ready PIP students are allowed to pre-register for Pre-K. Students continue to receive supports throughout their school career, if needed, as they transition from Pre-K to Kindergarten. Parents are involved in all aspects of this program and are encouraged to continue their involvement into the stage of their child's education. PIP, Pre-K and Kindergarten open house is held in July before school starts for parents and students. Kindergarten through 5thgrade also have back to school open houses and grade nights to assist the students and families in transitioning from one grade to the next grade. Elementary and middle schools work collaboratively to transition students from 5thgrade to 6thgrade. This includes a 6thgrade parent and student orientation, 5thgrade students visit the middle school at the end of their 5thgrade year, and back to school open house. The transition from middle school to high school includes a 9thGrade First event for the students and families. 10thgrade through 12thgrade have a drop-in back to school event. They also have a registration event for students and their families prior to the new school year. Tattnall County High School collaborates with postsecondary institutions and employers to help create effective transitions to college, technical schools, and the workforce. High School Counselor holds a FAFSA meeting for parents and students, help students explore dual enrollment and college admissions criteria, help students create Ga Futures Account and register for SAT/ACT, hold colleges and technical schools information booths throughout the school year, develops a webpage of local scholarships available and assist students with applying for scholarships, and hold a career day. Migrant students in grades 8ththrough 12thhave multiple opportunities to attend in person or virtual college visitation experiences through the GaDOE Migrant Education Program. Work Based Learning students complete an interest inventory to aid in career selection. **Tattnall County is transferring 100% of Title IIA and IVA funds into Title IA in FY24.**

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Teacher training and experience data are reviewed to ensure that students at schools with the highest poverty rates and lowest student achievement data have access to professionally qualified teachers. Although Tattnall continues to have higher poverty rates, we do not have any teachers who do not meet the minimum professional qualifications. The district reviews data annually to ensure that ineffective, out-of-field, or inexperienced teachers are distributed equitably among schools in the district. The district looks at information on the GAPSC website and compares teacher experience and level of education. The district also used the results of the TKES Walkthrough observations, TKES summative evaluations, student summative and formative assessment data to compare teacher effectiveness.

Serving Low Income and Minority Children

	Tattnall County currently has no educators who have an unsatisfactory summative evaluation. The district employs a Facilitator of Education and Teacher Quality who works with those teachers who have lower TEM scores or who have been identified as ineffective by providing additional coaching and professional learning whenever possible. It is the goal of Tattnall County to provide remediation for any teachers in need in order to ensure that all teachers are effective. If, after a review of the data, the schools are not balanced in the number of new, returning, or experienced teachers, teachers may be moved at any time during the school year at the discretion of the superintendent.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	The district utilizes survey results to determine staff perception of professional development needs. TKES and LKES data help us to identify any other professional learning needs. Additionally, student achievement results are analyzed to include EOC/EOG Milestones assessments, iReady diagnostic assessments, AIMSWeb screeners and locally created common assessments. Results from these assessments help us determine areas of weakness where professional learning would help teachers improve. This will help teachers at all stages of their career development.
	The district provides time for teachers to collaborate across the district once per quarter on work days built into the school calendar. They are given protocols to complete in order to examine common assessments and make any revisions necessary to curriculum, instruction and/or assessments. Leadership capacity is being built through a GLISI initiative where we have determined what qualities are important in a leader in Tattnall County. Principals and Assistant principals are encouraged to attend professional learning opportunities each year to stay abreast of state law changes. Our principals may attend an education law conference, required L4GA leader trainings as well as GAEL. Teacher leaders are also identified at each level in their building. The teacher leaders are given opportunities to lead professional learning communities and redeliver professional development information and ideas as a leader among their peers. Tattnall County School District recognizes the need to have strong, skilled leaders in the classrooms, at the school level leadership roles, and in District level leadership positions.
	Tattnall County is moving toward evidence-based professional development in that we ensure that our PLC meetings are content-focused. We provide time for teachers to collaborate in PLCs at the school and district levels. Each school is provided an academic coach to support teaching and learning, professional learning, and to help monitor instructional needs. New teachers or struggling teachers are provided coaching and support. All academic content teachers participate in PLCs led by facilitators which support the development academic and grade level plans to improve student learning. Our PLC

Professional Growth Systems

	meetings and protocols developed ensure that teachers have the opportunity to reflect upon their instruction and plan for improvement. Additionally, we have ensured that PLCs at the schools and at the district provide opportunities for a sustained duration. PLCs are structured, planned and monitored so that the Professional Learning is sustainable, intensive, data driven and classroom focused. They continue to reflect upon and improve curriculum, instruction and assessment. We hope to enlist the help of outside consultants to help us continue this work for the upcoming school year by conducting classroom observations and guiding teachers in examining student work to help monitor the implementation and effectiveness of strategies learned during professional learning sessions. Special education teachers and their co-teachers are trained on effective coteaching strategies each year. These teaching teams are then observed by district level staff to determine effectiveness of implementation. Strengths are noted as well as suggestions made for further improvement. With the updated SDI training, teachers will receive more individualized coaching throughout the year to focus on specific areas of need. The district will be implementing some new curriculum in the small group/resource rooms in FY24. These teachers will attend training on these programs. The district will also be holding trainings throughout the year on different topics. The special education teacher will rotate through these trainings. The district evaluates the effectiveness of professional learning by analyzing new data sources to include updated Milestones assessment data, CCRPI data, benchmark data, quarterly course grades, and survey results. Tattnall County is transferring 100% of Title IIA and IVA funds into Title IA in FY24.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Although Tattnall County prefers to hire teachers who are certified and in-field, we understand this may not always be possible. Tattnall County has made a commitment to hire the best candidate possible and provide intensive support during the certification process. As a minimum requirement, the candidate should have a Bachelor's degree and a Clearance Certificate from the GaPSC. Tattnall County will waive content certification for special education teachers that are issuing grades in all the content areas in P-12. Tattnall County requires teachers who are not professionally qualified to commit to a plan to obtain professional qualifications as soon as possible. The plan is created collaboratively with input from the educator, principal and Human Resource Director and housed with the Human Resource Director at the Central Office. They are required to make adequate progress to be considered for contract renewal.

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.	No schools in the Tattnall County School District are identified as a CSI/TSI school. All schools in the district are Title I Schoolwide schools and receive equitable allocations to meet the needs of all learners. If a school identified as needing support, the district and school level leadership team would work together to review the individual school's need assessment to determine if the designated priorities meet the individual school's needs. The Tattnall County School District participates in consolidation of funds which allows flexibility of funding to meet the needs of students in the individual schools. **Tattnall County is transferring 100% of Title IIA funds into Title IA in FY24.**

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The district collaborates with all of the elementary schools, middle schools, and high school within the school system to provide opportunities for students to incorporate career and technical education through a variety of academic offerings in order to support the development of social skills and workforce-readiness behaviors. The guidance counselors from all of the schools meet to discuss the practices of career related education and to align current practices with the mandates of House Bill 400, the BRIDGE Bill. The CTAE Director has set up profile accounts on the CTAE Resource Network for all of the guidance counselors within the school system. The Georgia Department of Education uses the CTAE Resource Network to disseminate updates and other important information. The CTAE Resource Network also provides the counselors and academic coaches websites and information to use to plan career activities for each grade level. The district offers 17 different Career, Technical, and Agriculture Education (CTAE) pathway options for high school students within the 6 career cluster program areas to ensure students have the skills necessary for future careers. Career Cluster: Agriculture, Food, and Natural Resources - Agriculture Leadership in Animal Production Pathway - Agriculture Leadership in Forestry Pathway - Agriculture Leadership in Horticulture Pathway - Agriculture Leadership in Plan Science Pathway - Agriculture Mechanics Systems Pathway - Agriscience Systems Pathway - Forestry and Animal Science Systems Pathway - Forest Mechanical Systems Pathway - Horticulture and Animal Systems Pathway - Horticulture Mechanical Systems Pathway - Horticulture and Forest Science Pathway - Plant Mechanical Systems Pathway Career Cluster: Business, Management, and Administration - Business and Technology Pathway

CTAE Coordination

	Career Cluster: Education and Training ● Early Childhood Education Pathway Career Cluster: Finance ● Business Accounting Pathway Career Cluster: Human Services ● Nutrition and Food Science Pathways Career Cluster: Information Technology ● Computer Science Pathway Students are strongly encouraged to become CTAE Pathway Completers (earning credit for 3 classes within the pathway). Once a student is eligible, the student may take an End of Pathway Assessment (EOPA). If a student passes the EOPA, the student earns a nationally recognized industry credential. These students who are CTAE Pathway Completers AND earn a credential of value are presented with a red cord at their Senior Honors Program to be worn at their graduation ceremony. This year we had approximately 218 CTAE Pathway Completers with 116 earning credentials of value. In an effort to build excitement around the teaching profession and encourage students to pursue a career in education, Tattnall County High School participated in Georgia's Future Educators Signing Day, which is a statewide initiative sponsored by the Georgia Department of Education. This year 8 graduating seniors participated in this event on May 2, 2023. For FY23, the following Career Ready Diploma Seals were awarded: ● 42 Pathway Skills Seals ● 62 Distinguished Pathway Skills Seals ● 14 Leadership Skills Seals Students are also provided with Dual Enrollment opportunities to earn both high school and college credits through dual enrollment programs to better prepare them to enter college and the workforce with the skills necessary for success. Students are able to participate in the Certified Nurse Aide Program and be eligible to take the state Certified Nurse Aide program within 1 school year. Welding is another program area that is gaining popularity. The Work-Based Learning (WBL) program is made available to all Juniors and Seniors. Students must meet the eligibility requirements as set forth by the Georgia's Work-Based Learning Manual. The WBL program serves students in the following categories: Employability Skill Development; Internships (paid and unpaid); Cooperative Experiences; and Youth Apprenticeship. WBL program serves approximately 143 students and has 83 business partners. The WBL program is planning to provide additional unpaid internship experiences within the secondary setting by providing students with opportunities to work in the school based enterprise, The Warrior Trading Post. At the secondary level, employability skills are taught in all of the CTAE classes

CTAE Coordination

	by the CTAE instructors. The Career Technical Student Organizations also incorporate employability skills lessons within their local and state meetings. The WBL coordinator also assists with delivering lessons on employability skills by serving as a guest speaker in academic and career tech classes for grades 6-12. The WBL and YAP Coordinators participate in the district's elementary schools "Trunk and Treat" programs. The coordinators choose a different employability skill to focus on each year. The "Trunk and Treat" programs are for students in pre-K through 5th grade. The WBL program has implemented the Georgia Business Employability Student Training (BEST) as developed by the Georgia Department of Labor. Georgia BEST provides an opportunity for students to earn a certification in soft skills such as punctuality, attitude, work habits, time management, communication, social media ethics, and responsibility. The CTAE Advisory Committee provides guidance to the CTAE department and meets two times a year. The committee consists of business/industry partners, school administration, guidance counselors, CTAE teachers, CTAE students, and CTAE parents. The committee provides guidance in several areas, such as the CTAE Pathway offerings. Our CTAE Pathways should align with our regional and local labor market needs. In FY24, our district will be adding an additional career cluster area, Health Science, and begin offering the Therapeutic Services/Sports Medicine Pathway. Our business/industry partners also provide guidance regarding technical and soft skills students need in order to be successful as well as the equipment being up to date in the labs.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Tattnall County School District supports all schools in minimizing the overuse of discipline practices with RtI practices and procedures, fully implementing PBIS, targeting At Risk Students as well as, monitoring individual student discipline at the school level. Check & Connect is also an option for at-risk students with discipline issues. The district currently uses Educator's Handbook to monitor major and minor offenses at the school level and the district level. The data from Educator's Handbook is used to monitor school discipline data monthly at the school level and guides the data-based decision making process that the PBIS school teams use. PBIS will continue to be fully implemented yearly at each school. New staff members will be trained on PBIS implementation at the school level during their orientation. School teams will review discipline data from their school monthly, and discuss trends and use a data-driven problem solving process to identify action steps needed based on current trends. School PBIS teams will develop/refine lesson plans based on defined expectations, and each school will develop a plan and schedule for the presentation of these lesson plans to students. Teams will develop/revise school-wide, site specific, and classroom

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

	matrices to give students a clear understanding of expected behaviors. School teams will develop/revise systems to acknowledge appropriate behavior from students. Coaches will participate in monthly meetings with the PBIS district coordinator. District-wide data will be presented and evaluated by the District Leadership team twice per year, and the District Action Plan will be updated based on trends and needs presented by the data. The District team will provide professional learning and technical assistance as needed.
	The county will conduct overview and/or refresher sessions to train school RtI Team and School staff as needed. This training will include how RtI can be used to help students with behavioral concerns. Should the PBIS team, teacher, administrator, or other school team identify a student with significant discipline concerns, the school-level RtI Coordinator will be contacted and the student referred for Tier services. The RtI Coordinator will work closely with the staff to implement evidenced based interventions, complete a Functional Behavior Assessment and develop a Behavior Intervention Plan, if needed. Student progression through the Tiers will be based on student-specific goals and progress.
	We have a behavior specialist that will work with the schools on developing FBAs and BIPs. She will also train schools on these topics as needed. She will also work with special education teachers to develop appropriate behavior goals for students.
	General and Special Education Teachers along with some administration, have been trained the past two years in CPI (Crisis Prevention Intervention) in an effort to de-escalate behaviors. This training required teachers and administration to complete online modules and a full day of training along with the physical restraint portion. Staff must pass a written test and physical restraint observation in order to be certified.
	This year, teacher/ staff at each school are being trained to monitor individual student progress focusing on discipline, attendance, missing assignments and failing grades. Students will have a mentor assigned to them to monitor their progress. Should there be a concern in any area, the mentor will make contact with the student to determine how they can assist the student. Schools will also have alternative options that refrain students from being removed from the class, such as academic lunch.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	**The Transition from Middle to High School (TCHS):** ● Vertical PLC Team Meetings (Periodic meetings; 8th grade teachers with 9th grade teachers) / Team Contacts (Via email) ● Middle School Academic Coach or TC Staff Visits (Periodic "Check-In/Check-Outs" with former students as needed) ● Rising 9th Grade Pre-Registration Orientation (Prior to the high school's registration night; on the middle school's campus; preview of registration activities for parents; during the evening hours) ● High School coaches visit all middle school and meet with prospective students wishing to participate in sports ● High School club sponsors visit all middle schools and meet with prospective students about school club activities ● Rising 9th Grade Orientation (Held in March of the 8th grade year; administrators deliver basic "need-to-know" expectations and registration activities at TCHS during the evening hours) ● 9th Grade First (Held the day before school begins; an opportunity, albeit brief, for parent-teacher personal communication. Administration, counselors, registrar, teachers/advisers are readily available to address parent questions, comments, and concerns. ● 8th graders complete a career aptitude inventory ● 8th graders use their career interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9th grade courses. ● 8th graders receive notification of the Ga Dual Enrollment program by the time of their IGP development ● 9th graders explore at least three careers/occupations and save the results in their electronic career profile ● 9th graders annually review and revise, if necessary, their Individual Graduation Plan/Program of Study ● 9th graders receive notification of the GA Dual Enrollment Program information by Feb 1 each year Tattnall County High School collaborates with postsecondary institutions and employers to help create effective transitions to college, technical schools, and the workforce. **Description of strategies for the transition from high school to postsecondary education** ● TCHS allows students three college visitation days a year during the senior year ● Counselor held FAFSA meetings for Parents/Students

Middle and High School Transition Plans

	● Counselor helped each student explore dual enrollment/college admissions criteria ● Counselor helped each student create Ga Futures Account and register for SAT/ACT ● Counselor got waivers for homeless, foster care, and low income students to take ACT/SAT ● Colleges and technical schools came to TCHS and set up information booths ● Counselor coordinated a webpage of local scholarships available and assisted students with applying ● Migrant Staff/ESOL staff - assisted these students applying for college, financial aid, and scholarships ● College teachers and Technical school teachers both typically come to present for Career Day in non-COVID years ● Work Based Learning students completed an interest inventory to aid in career selection ● Coordination with higher education institutions ● Local colleges and technical are involved in the CNA process each summer. They are invited to attend meetings as well as participate in survey opportunities. Teachers from both types of institutions come to career days and career fairs. ● Description of access to early college, high school, and dual enrollment -High School counselor meets with parents and student to describe the different programs available to students and helps students with the application process. Counselor also checks grades/credits of those participating in those programs on a semester basis. ● Counseling of high school students to identify interests and skills -students involved in work based learning take a career interest inventory. All students in 12th grade grade English complete a portfolio complete with resume and career research. ● Career Day at TCHS allows students to ask questions and research possible careers. This is valuable when planning to attend tech school or college. ● Migrant students in grades 8-12 had the opportunity to attend 2 in person college visitation experiences and 1 virtual college visitation experience through GaDOE Migrant Education Program.

Preschool Transition Plans

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The Tattnall County Family Engagement Coordinator assists with the transition of students between Pre-K and Coastal GA Community Action Authority Head Start (Reidsville/Glennville) to Kindergarten. She coordinates Kindergarten Transition meetings with the Elementary Schools and provides this information to Tattnall County High School Pre-K and CGCAA Head Start/Pre-K (Tattnall County) families. The Family Engagement Coordinator also distributes Kindergarten registration flyers to CGCAA Head Start for distribution to parents. She also attends a Migrant PAC meeting in the spring to distribute Kindergarten registration flyers and other important information for the families. She communicates with each elementary school registrar concerning needed documentation from all Head Start Programs parents/guardians. She provides all Head Start Programs with updates on student registration status as needed. In addition to the other services, Tattnall County also offers 2 Preschool Intervention classrooms, designed for students ages 3-5. Students must qualify in 1 or more of the 5 developmental areas. Students also receive related services in the areas of Speech, Occupational and Physical Therapies in this setting, if needed. The purpose of the program is to provide early intervention services for students that have been found to have a developmental delay. The goal is to have the student functioning to their full capacity and as close as possible to their same aged peers once they enter the Pre-K program. To ensure enrollment in the Pre-K program, developmentally ready PIP students are allowed to pre-register for Pre-K. Students continue to receive supports throughout their school career, if needed, as they transition from Pre-K to Kindergarten. Parents are involved in all aspects of this program and are encouraged to continue their involvement into the stage of their child's education. PIP, Pre-K and Kindergarten open house is held in July before school starts for parents and students. *The Head Start is housed at the previous Collins Elementary School for FY24.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	There are no Targeted Assistance Schools in Tattnall County.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	All Tattnall County's schools are school-wide Title I eligible schools beginning in the 19-20 school year. Collins Elementary, Reidsville Elementary, and Glennville Elementary all house PreK-5 students. For FY23 instead of having 3 elementary schools, there was only 2 elementary schools in the district. Collins Elementary and Reidsville Elementary schools combined into North Tattnall Elementary School in a new school building. In order to balance student numbers, some redistricting occurred, and some students who did attend Reidsville Elementary School joined current Glennville Elementary School students in the new South Tattnall Elementary School building for FY2022-2023 school year. Glennville Elementary became South Tattnall Elementary School in a new school building. North Tattnall Middle School and South Tattnall Middle School both house students in grades 6th-8th. Tattnall County High School houses students in grades 9-12. All Title I eligible schools are allocated funds through poverty rank order. There are no Targeted Assistance Schools and Neglected and Delinquent Schools in the district. Tattnall County Schools participate in the state testing program annually to plan the appropriate instructional program and help determine the academic needs of students, including N & D, SWD, migrant, EL and homeless students. Overall needs are assessed in the late Spring and early summer as soon as GMAS results are available as well as in the fall when retest results are available. The GMAS data is analyzed at the district and school level for overall strengths and weaknesses. Data is compared internally to show differences or gaps between ethnic groups, special and regular education students, and economically disadvantaged students. In addition to other populations such as EIP, RtI, Migrant, and EL students. Students who are below the proficiency level are designated priority students. Tattnall County Schools participates in the following assessments: Georgia Milestones (EOG, EOC), common/benchmark assessments, GKIDS, ACCESS for ELLs, EIP documentation, iReady, Aimsweb, and locally adopted assessments are utilized to monitor progress of students. All schools utilize the RtI Model to identify and serve "at-risk" students. After students have moved through Tier I, II, and III and need additional interventions and services, the student is recommended for a comprehensive psychological assessment. If eligible, an IEP is developed and implemented. The IEP committee reviews student data every three years or as needed. If the IEP committee determines the student needs additional testing, the psychological is repeated to determine eligibility. **FY24**- For all core academic instruction, all schools use the Georgia Standards of Excellence. All students receive instruction in reading, ELA, math, social studies, and science as well as exploratory courses. Elementary schools provide Early Intervention Program (EIP) interventions. The Elementary, Middle and High Schools provide Response to Intervention (RTI) services to at-risk students. Subject areas to be served based on results of CNA - all content areas will be examined - emphasis placed on district wide protocol to adhere to pacing charts on a county-wide basis to ensure routine delivery of quality instruction.

Title I, Part A – Instructional Programs

Evidenced-based instructional interventions to be used (class-size reduction, push-in, pull-out remediation, tutoring, during/before/after school tutoring, summer school-credit recovery, computer based instruction):

● Class size reduction teachers provide more one on one instruction and differentiated small group instruction which allows teachers to plan hands-on and project -based opportunities for students.

● Class size reduction teachers also lower the pupil-teacher ratio which allows for diagnosis and remediation/intervention.

● Push-in and pull-out is used for ESOL instruction by an ESOL endorsed/certified teacher.

● Push-in services are used for migrant students to receive the services of a migrant para/SSP.

● During school tutoring is offered to students by PQ tutors (when available) and after school tutoring is offered to students by PQ tutors (when available).

● iReady diagnostic assessments (3 times a year) for K-8th grade students and Aimsweb universal screener are used for math and reading pre and post assessments to test for effectiveness of programs and interventions.

● COF is used to fund paraprofessionals to lower the pupil-teacher ratio in first grade to help with reading and math acquisition skills as well as one shared paraprofessional for each grade second through fifth

● Title IA through COF funds an Academic Coach at each Title I school to assist teachers with standard based instruction to improve the education offered at each school.

● Students use federally purchased technology to supplement the learning in the classroom. Smartboards, laptops, desktop computers, etc can be accessed by all students on a daily basis.

● Supplemental software programs are used to diagnose areas of difficulty and to prescribe remediation.

● Title IA funds through COF are used to purchase novel units, supplemental texts, supplemental content materials, web-based opportunities, instructional supplies for students activities, professional learning based on schoolwide plan/intent and purpose, and manipulatives to provide hands on learning.

● Title IA funds are set aside for administrative supplies, equipment, and travel for Title IA Federal Programs Director and title IA PFE Coordinator

● RtI SPIRES program and Ready Phonics program was added.

CARES/ESSER III funding was used to hire paraprofessionals/Kelly Subs in grades 2-5 in ELA classes to reduce class size and provide more one-on-one instruction to all students in FY22 and FY23.

L4GA funds are used to enhance literacy and provide literacy training to all staff as well as giving students and other children in the community books to have at home.

Related professional development activities - instructional staff have participated in professional learning opportunities in Co-Teacher training, DI, WIDA Standards, EL strategies, Identification of Homeless students, what constitutes a student as being labeled migrant, iReady, Amplify Curriculum,

Title I, Part A – Instructional Programs

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<td>new teacher academy, PBIS, Growing Readers, technology, poverty, classroom management, and Eureka Math. Teachers have also participated in GLM and PLC meetings at their local school in addition to vertical and horizontal meetings by subject content area. In FY23, additional professional development days were added to the school calendar to allow time for more intensive training for all staff members. Vertical alignment will be a focus for grades 6-12, math teachers will focus on the upcoming change of standards, and other teachers will attend training regarding literacy initiatives, WIDA, and the MTSS process.

Related parent and family engagement activities building for parent capacity - academic coaches and teachers have helped present information to parents about the content areas, GSE content standards, GMAS assessment strategies, GMAS calendar, homework assistance, school goals, copyright piracy, and other educational resources, Parents are encouraged and provided information on how to sign up for PowerSchool Parent Portal to access for grades and attendance information. Schools host many family engagement nights (i.e. Math and Science Night, Literacy Night, open houses, STEM/STEAM Night, Grade Nights, Pre-K to K transition, 5th to 6th Grade transition, 8th to 9th Grade transition, School Council meetings, PAC meetings, EL meetings, dual enrollment meetings, and PTO) throughout the school year.</td>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Tattnall County School district uses the Parent Occupational Survey (POS) provided by GADOE MEP Office. All students/families who enroll in the system complete the POS at the time of school registration. It is copied on blue paper for easy identification. The POS is also sent home by all students on the first day of school each year for back-to-school registration. The registrar at each school collects the POSs that are returned and immediately forwards the surveys to the Migrant SSP at each school. The SSP at each school follows up on the POS with the parent (within 48 hours) by phone. If a home visit is needed, Tattnall County Lead Recruiter (LR) is sent. The SSP or LR then completes a COE on each family. These forms are sent to the Region 1 office through the portal within 24 hours. The MEP identifies all eligible students via the portal. Any forms that need additional information/missing information are emailed back to the Tattnall County Migrant Family Outreach Coordinator (MFOC). The MFOC will forward to the SSP/LR who completed it and will email back to the Region 1 Migrant Office after all corrections are made (through portal). All migrant SSP's have access to the state portal. As soon as students are identified as being eligible for migrant services, the SSP schedules the services with the individual teacher dependent on if direct services are needed. The SSP documents each student served in each subject daily on her schedule. The MFOC completes a schedule review each time an SSP schedule is changed. If a school's SSP cannot contact a family, our Lead Recruiter takes over until completion. Tattnall County also schedules a meeting in August to conduct a resign day for those already in the program. SSPs have school supplies housed in each office to be used on an as needed basis. All SSPs, LR, and MFOC are trained each year in MSIX. Because they have access to this data base, this is used to check eligibility when a student transfers into the system. It is also used to check credit, grade placement, mobility record(s), and other useful information to make the transition smooth and efficient. Once a student departs, SSPs complete an Information/Departure form/send message on MSIX to the place where the migrant family is moving (if information if known at time of departure). Tattnall Schools employ a registrar at each school who enrolls migratory students and coordinates interstate and intrastate record requests. The MSIX is used to aid efforts on coordination of services and records receipt/transfer for migratory children. Within 48 hours of a newly identified migrant student being identified in the district, the trained SSP will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program if needed. As students move out of the district, LEA staff will submit a move notification within MSIX to notify the sending state that the child has arrived and that records are needed.

Title I, Part C – Migrant Intrastate and Interstate Coordination

	All Tattnall County SSPs at each school in addition to the Title IC Director and MFOC system personnel follow state and national guidance in dealing with migrant children in order to provide a seamless transition of services. SSPs are employed to minimize the language barrier when communicating with other agencies for migratory children. Upon enrolling in a school, the migrant specialist serves as a liaison to ensure all records are requested, provides forms in home language, works closely with school registrar to make sure student records are accurate and aids in the enrollment process if needed. MSIX training is provided each year through the state MEP. The High School sends transcripts to MEP office so MSIX can be updated to all credits earned. This is helpful to make sure students are placed in the correct classes once they arrive or leave. MSIX is also used to track migratory patterns to help complete COEs.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	The Lead Recruiter (LR) provides services for OSY/DO until the age of 22. An OSY/DO profile is completed as a way to identify the OSY/DO needs and to plan for both academic and non-academic services. After the initial meeting, the Lead Recruiter sets up a second meeting time and location to provide a health kit, lessons, find out if other services are needed and to complete a pre/posttest on health and hygiene. The Lead Recruiter will help OSY/DOs to find resources (including help enrolling in GED classes) in the area that meet his/her needs. If any OSY students wish to enroll in GED programs, the Lead Recruiter assists with this process. The Lead Recruiter assists with academic support with OSY/DO during the regular school year and summer. The contracted Lead Recruiter is in charge of preschool age children (EXITO). He provides service to these students when and if they are not enrolled in Headstart/Kiddie Kastle or when the agency is out for January thru April months and when parents request in home sessions - this includes the regular school year and summer if needed. He follows MEP school readiness protocol as well as local basic skills bag that is provided to each child/parent to use at home. Tattnall County has a part-time lead recruiter in charge of recruiting. The SSP's are pulled from the classroom to assist with recruiting only in emergencies and during peak recruiting periods if needed. Our recruiters are also available after hours and on weekends during peak growing seasons and as needed. The SSPs complete the COE on any eligible students when possible and hand off to Lead Recruiter when home visit is needed. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services in all Title I Schools. At TCHS, migrant students are served by one SSP to support the regular classroom instruction and to make sure students stay on target to graduate and earn credits needed. The MFOC is based at the High School and helps students at the High School

Title I, Part C – Migrant Supplemental Support Services

	level on an as needed basis. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing and/or assisting children/families to gain access to other education, health, nutrition, and social services. All migrant students have access to school counselors and nurses (who can provide hearing and vision screenings). School nurses can also help migrant students access healthcare via Telemed. The MFOC assists families with all additional services as needed. A system wide translator provides families with documents, newsletters, and required information in a language that is understood by the family. In Tattnall County this is usually Spanish. Parent meetings (PAC) are held at least 3 times per year for migrant families and may include the following information: Information on health, nutrition and social services. Presenters from local agencies such as the Tattnall County Health Department, area pharmacies, physicians, DFACS, and the County Extension office may be involved. The Health Van also comes to PAC meetings to provide health care and screenings to migrant families. Resources on Pre-K, EXITO, ESOL, EIP, OSY, special education, gifted, Honors /AP, GED, homelessness, and Parent Portal are available. Vision and Hearing screenings by a school nurse are offered once per year during a PAC meeting. A community resource packet in both English and Spanish is made available at all meetings, on the district/school websites, and paper copies at each school. Organizations are asked to participate based on survey responses from the previous years. Middle School and High School students are enrolled in the MEP camps for those interested. High School students take Credit Recovery classes if needed and are kept on track to graduate. In FY23, Middle School and Elementary offered one on one in home summer tutoring to 21 migrant students in need for remediation to help him/her prepare for the following school term. If any student needs summer remediation, the SSP meets with the classroom teacher to get a list of names. In FY24, the Tattnall County School District plans to continue the in home summer tutoring services. Tattnall County allots 3 days each year for migrant staff to meet as a group/team to discuss issues or concerns and receive any updates per the MEP office. The MFOC provides information for the local meetings. These take place in August, January, and April/May. Team meetings are also held with the Region 1 staff. The community resource packet is updated each year in English and Spanish. This booklet contains social service information, emergency information, local schools, churches, etc. They are available families at all PAC meetings, on the district/school websites, school events, and paper copies at each school throughout the year. Housed with the MFOC is the counties crop's map as well as a contact for the various farms in the area. A list of farms with crops/seasons is kept on file as well. This information is shared with the SSPs at the beginning of each year and can be used to provide services and resources for our migrant families in the area. A chart of crops in Georgia and each season is also given to the SSPs. The district evaluates services for out-of-school youth, drop-outs, and preschool children during the regular school year and summer by following

Title I, Part C – Migrant Supplemental Support Services

	the state provided required guidelines. The district completes the supplemental service tracking form and the OSY Profile form twice a year during the regular school year and once for summer services. This information is used to track services provided by the lead recruiter. Each IP is evaluated as stated in the implementation plan. The IPs are turned in on the required state platform. Tattnall County has OSY/DO/Preschool IPs for the regular school year and summer term. The data collected is used to evaluate the migrant program. Tattnall County completes at least one observation for the regular school term and one observation for the summer term. These are also uploaded to the state required platform. The lead recruiter also completes a self-evaluation component on the observation platform. The observations are used to look at the strengths and challenges of the migrant program. In addition to what is required by the state, the district's migrant team including the Title IC Program Director, Title IC Migrant Family Outreach Coordinator, lead recruiter and SSPs meet a minimum of three times a year to discuss goals, schedules, COE, ID&R, issues and concerns of how the program is going. This allows for input from all migrant team members. The lead recruiter and Migrant Family Outreach Coordinator meets at least every other week to coordinate services for OSY/DO/Preschool. The Title IC Program Director, Migrant Family Outreach Coordinator, and lead recruiter meets at least every other month to review and discuss the district's migrant program. We also utilize PAC surveys and Title IC TINA surveys as stakeholder input to gather suggestions for improving the migrant program for our district. Pre and Post assessments for the IPs are used to evaluate and align the content with the materials used to address the identified needs.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	**Performance Goal 1:**The district will continue with**initiatives that were originally a product of the SSIP program.**We will continue focusing on improving RtI, PBIS and co-teaching in our system. We have set action steps that will help us reach these goals. The district is using Check and Connect as our targeted intervention. Each school has a Check and Connect coordinator and mentors. The district also employees a transition specialist who helps with school-age transition as well as post secondary. We are also implementing ASPIRE at all six of our schools. There is training every year on IEPs, transition plans and co-teaching for teachers. This area is monitored by checking IEPs and transition plans. We have a behavior specialist to help in the area of behavior and discipline. She will help develop BIP and conduct FBAs. She will also be able to provide training in this area for teachers who need it. We also have a transition specialist that works with our teachers to make sure we have meaningful and compliant transition plans. The district hosts parent ASPIRE meetings twice a year. The transition specialist stays in contact with our Vocational Rehab contact through emails and phone calls. The special education director is the person that completes and submits the post-secondary outcomes. The special education director monitors the above activities by meeting with transition and behavior specialists. The director is also the person that leads the training for the special education teachers. The lead teachers at each school also check and finalize all IEPs, if there is a problem, they report it to the special education director. Lead teachers as well as principals, help to identify any staff that may need technical assistance and they are reported to the special education director who then helps to set up professional learning for the staff member in the area identified. Meetings are held monthly with lead teachers to discuss issues, trends, and new information. The district currently has a Special Education Instructional Specialist. The Special Education Instructional Specialist will accurately collect, organize, analyze and report findings to share with administration and teachers to make informed decisions relative to instructional practices and developing specially designed instruction. assist in determining the appropriate intervention and strategies based on student skills and needs, attend IEP team meetings, lead and participate in on-going and job-embedded professional development, mentor, observe and coach special education teachers for the purpose of improving instruction, and improve IEP compliance.

IDEA Performance Goals:

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**	**Performance Goal 2:**The district continues to implement child find in order to find children that need services in order to help them improve before Kindergarten. We have two PIP programs in the district to serve the students that need more support and**will start the Prek Inclusion Classroom at the High School.**We serve students in Head Starts in our county as well as the Migrant Head Starts. We collaborate with BCW personnel so we are able to transition those students on time. Our PIP teacher and PIP director monitor this area for us. The special education director meets with the PIP director to discuss any issues or concerns monthly. The director also checks the timelines reports on GO. The PIP director and the principals at the elementary schools also report to the special education director any issues with the staff so the director can set up professional learning. The district places an ad in the local newspaper every September about Child Find. The district's website also includes the Child Find statement. The statement is also found in the Tattnall County's handbook. The district also checks the homeschool list and sends letters to those students that are identified as SWDs. Tattnall County offers services to students depending on the student needs. Disability services as well as speech services are offered to parents. The hours for these services depends on the needs of the student. These services are located at the schools in our county as well as Headstart. Our speech teachers screen students at the beginning of the year at our Headstarts. Meetings are as needed with any outside agency. Our local medical offices contact the district with referrals of any students that they are concerned about. There are no private schools in the district at this time. There will be two parent trainings offered; one in the fall and one in the spring. Parents will be invited to come to the Board Office to learn about Tattnall's services and supports. They will learn about IEPs and how they are developed as well as other topics that are needed. The meetings will be after school at a time that parents will be able to attend. The district uses iReady as our universal screener. Students are assessed 3 times a year. Students that do not meet are referred to MTSS and given more support in tier 2. Students that do not make adequate progress on tier 2 are moved to tier 3 (SST) for more individualized support. The students not making progress in this area, are referred for testing to see if they need support of an IEP. In FY23 school year, the district added a Special Education Instructional Specialist. The Special Education Instructional Specialist accurately collects, organizes, analyzes and reports findings to share with administration and teachers to make informed decisions relative to instructional practices and developing specially designed instruction. She assists in determining the appropriate intervention and strategies based on student skills and needs, attend IEP team meetings, lead and participate in on-going and job-embedded professional development, mentor, observe and coach special education teachers for the purpose of improving instruction, and improve IEP compliance.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?** **Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided**	**Performance Goal 3:**The district has an implementation manual that outlines our special education procedures. This manual outlines IEP requirements. The district is using GO IEP, the state's IEP program. This helps ensure that annual reviews and redeterminations are held on time. Teachers attend trainings throughout the year on writing IEPs, FBAs, BIPs and transition plans. We have lead teachers at each school who review the IEPs before they are filed. Special education teachers will attend training throughout the year on GO IEP, ASPIRE, special education procedures, writing IEPS, writing FBAs and BIPs, progress monitoring and any other topics that need to be addressed. We also contract with two Occupational Therapists and a Physical Therapist to provide OT/PT services to our students who are found eligible for these services. Teachers that work with our SWDs are able to access the student's IEP on GO IEP. They are able to see any accommodations/modification students will need. However, the case manager will also send out to the general education teachers a copy of the student's accommodations/modifications. They also have the general education teacher sign to show they received the accommodations/modifications sheet. This sheet is given any time a student changes classes/teachers. The special education teacher keeps this signature page to prove that accommodations/modifications were given. If the student is in a co-teaching class, accommodations/modifications are also listed on the class learning plan and when the general and special ed. At IEP meetings, the committee looks at progress monitoring of students as well as grades to see if the student is making progress on IEP goals. Teachers have an academic/behavior review sheet that must be filled out every 4.5 weeks on any student who is failing two or more classes as well as has 3 OSS days or 5 ISS days. Teachers must make parent contact as well as turn in paperwork to Special Education Director. We have Goalbook to help the special education teachers develop compliant IEPs. This program helps to identify appropriate goals for the students as well as specially designed instruction. In FY23 school year, the district added a Special Education Instructional Specialist. The Special Education Instructional Specialist will continue to accurately collect, organize, analyze and report findings to share with administration and teachers to make informed decisions relative to instructional practices and developing specially designed instruction. assist in determining the appropriate intervention and strategies based on student skills and needs, attend IEP team meetings, lead and participate in on-going and job-embedded professional development, mentor, observe and coach special education teachers for the purpose of improving instruction, and improve IEP compliance

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
How procedures and practices are implemented in your district to ensure overall compliance?
Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance | **Performance Goal 4:**The district has a procedures manual that outlines special education procedures which are aligned with state and federal regulations. All special education teachers and administrators receive a copy of this manual. We review the manual with teachers during trainings that are held throughout the year. It is reviewed with the administrators at one of our administrators meetings. Training will be held throughout the year regarding state and federal laws and regulations. Teachers receive training regarding requirements, expectations, and technical assistance opportunities will be provided for identified staff based on need.
The district has lead teachers at each school that help to monitor and finalize IEPs. These lead teachers meet with the director monthly and report any issues with staff and procedures. The district also has a GO IEP person that reviews timelines and helps with input. This person also reports to the special education director any issues so the director can meet with staff and provide professional learning if needed.
The special education director conducts the trainings that are held on special education.
The director also reviews GO IEP during the year to check on IEPs and Reevaluation timelines |

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds into Title IA in FY24.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds into Title IA in FY24.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds into Title IA in FY24.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds into Title IA in FY24

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IV, Part A funds into Title IA in FY24

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap 1: There is a need to improve student performance in all core content areas. -- Intervention Effective - Adjust Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Academic Coaches are employed at each school to assist building administrators in monitoring the effectiveness of instruction and train teachers through PLCs. According to our Tattnall County Evaluation Instrument for Academic Coaches, all of our Academic Coaches were effective in this area by providing support to teachers in planning and evaluating instruction. Additionally, survey data show that our paraprofessionals and class size reduction teachers were effective in making sure students get more one-on-one instruction by lowering student-teacher ratio. Staff, students and parents felt that class sizes were appropriate so that students receive adequate instruction, attention and support. Professional learning was offered to teachers both through the use of building level PLCs and district level PLCs. Teachers and paraprofessionals who participated felt these PLCs were beneficial and offered effective support. Special education teachers and their co-teachers are trained on effective coteaching strategies each year. These teaching teams are then observed by district level staff to determine effectiveness of implementation. Strengths are noted as well as suggestions made for further improvement. Walkthrough data also showed that the implementation of co-teaching training has been effective as more teachers were able to effectively implement co-teaching strategies. Teachers were also able to attend other professional learning offered by other curriculum experts, including several training sessions offered by FDRESA and University of Delaware, as well as virtual course offerings. Teacher observations and GMAS data still shows literacy as an area to improve in. University of Delaware has worked with the K-12th grade teachers with a focus on literacy this year. Although we are seeing some growth, we still have a need to continue to focus on literacy in order to improve all content areas. In FY24, the K-5th grade ELA teachers will implement the Amplify curriculum as Tier I instruction.

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

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap 2: There is a need to improve the learning environment to include social and emotional learning, cultural sensitivity and diversity, and teaching students of poverty. -- Intervention Effective - Adjust Activities/ Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	A comprehensive district-wide plan was created to address the social and emotional needs of students that is monitored by the Director of Health and Social Services. The Check & Connect program pairs at-risk students with trained mentors for a 2-year period to offer social and emotional support. Tattnall County has trained school coordinators at each school in the district to work with mentors and provide on-site support. The district coordinator maintains regular contact with school coordinators and manages the Check & Connect App. The district coordinator also monitors student movement within the district so that students may be paired with another mentor if they move to another school in Tattnall County or when they transition to another school after completion of elementary and middle school at the end of the year. Mentors and students sometimes have challenges such as finding common times and locations for weekly meetings. The data fluctuates constantly as mentors enter current attendance, behavior, and grades on a weekly basis. Overall, our 2022-2023 End-of-Year data indicates 68% improved attendance, 67% improved behavior, 86% improved coursework, and an average grade of 80. The additional mental health counselor and family connection contract with Brave Tomorrow as part of the Mental Health Outreach Initiative has been helpful for students and families. Pineland continues to offer APEX as another counseling option for students and their families. These will be continued as we are seeing more students struggling with anxiety, depression, and unable to regulate emotions and behaviors. Stress triggers including the COVID pandemic, poverty, home hardships, social media and trauma continue to contribute to the student struggles. Tattnall County School District intends to sustain the implementation of PBIS to address the needs of students including social, emotional, and academic needs. Professional learning dedicated to imbedding a PBIS framework in the classroom was conducted this year to address classroom level strategies for behavior that disrupts instruction. Although PBIS implementation continues to have a positive impact on student behavior and is working for most students, the district has new staff at each school that continues to need to be trained as well as a refresher training for the veteran staff. We continue to see a need for professional learning and classroom level strategies to address behavior that disrupts instruction and

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

	ways to engage the students more to support the staff. With the implementation of PBIS and other SEL programs such as Check and Connect, Tattnall County has decreased our overall discipline and risk ratio for students in the Black subgroup over the last four years. In FY19, Tattnall County was indicated to be significantly disproportionate with a risk ratio of 3.058. In the three years following, we have seen a steady decrease in that area. In FY20 our risk ratio was 2.0248, with FY21 being 1.4418, and FY 22 decreasing further to 1.339. In FY23, we saw a very minimal increase to 1.50.

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 private school participation for FY24.

Title II, Part A	No private school participation for FY24.

Title III, Part A	No private school participation for FY24.

Title IV, Part A	No private school participation for FY24.

Title IV, Part B	No private school participation for FY24.

Title I, Part C	No private school participation for FY24.

IDEA 611 and 619	No private school participation for FY24.