Comprehensive Needs Assessment
2026 - 2027 District Report



Chattahoochee County

1. PLANNING AND PREPARATION

1.1 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.If the LEA uploads sufficient evidence of required stakeholder input in Section F. Additional Files, the cross-functional monitoring indicator pertaining to CLIP required stakeholder input will be automatically met.

Required Stakeholders

Program	Position/Role	How did this stakeholder provide input into the CLIP
Multiple Program(s)	Principals	Community Meeting, Meeting
Multiple Program(s)	Other School Leaders	Community Meeting, Interview
Multiple Program(s)	Charter School Leaders(if the LEA has charter schools)	NA
Multiple Program(s)	Teachers	Community Meeting, Meeting, Survey
Multiple Program(s)	Paraprofessionals (if the LEA has this position)	Community Meeting, Meeting, Survey
Multiple Program(s)	Specialized Instructional Support Staff	Community Meeting, Meeting, Survey
Multiple Program(s)Title I, Part ATitle III, Part A	Parents (s)Title I ParentEL Parent (if the LEA receives Title III, Part A funds)	Community Meeting, Survey
Multiple Program(s)	Community Partners	Community Meeting, Survey
McKinney-Vento Homeless	Homeless Liaison	Community Meeting
Title I, Part A – Foster Care	Foster Care Point of Contact	Community Meeting
Title I, Part C	Out-of-School Youth and/or Drop-out Participant (if the LEA receives Title I, Part C funds)	NA
Title II, Part A	Other Organizational Partners (such as RESA, SREB, REL, AIR, Solution Tree)	Community Meeting

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Invitations to the surveys and community meetings were sent by email, posted on district/school webpage and shared on all social media sites. For the community meetings, phone calls to specific stakeholders were made to ensure a variety of stakeholders attended. Participants included business partners, community members, parents, students, school staff and leaders and district leaders.

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?	A variety of methods were used to collect input to include (1) four different surveys, (2) community engagement meetings, (3) school governance team meetings, and (4) school level meetings

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.14
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.14
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.43
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.04
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.99
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.	1.96
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.	1.97
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.14
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.29
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.14

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.43
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.14
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.43
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.14
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.24
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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).

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.	2.14
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.29
3. Planning and Assessment:The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	2.14
4. Organizational Management:The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	2.43
5. Human Resources Management:The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2
6. Teacher/Staff Evaluation:The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	2.14
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.	2.29
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete LKES scores. For detailed procedures and expectations, please refer to the LKES Handbook.	

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.	2.24
2. Instructional Planning:The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.04
3. Instructional Strategies:The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
4. Differentiated Instruction:The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.01
5. Assessment Strategies:The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.99
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.	1.96
7. Positive Learning Environment:The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.18
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.	1.97
9. Professionalism:The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23
10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
To maximize the validity and reliability of growth measures for evaluating educator performance, several LEAs had additional flexibility during the 2024-2025 school year due to the impacts of Hurricane Helene. With this flexibility, not all LEAs will receive complete TKES scores. For detailed procedures and expectations, please refer to the TKES Handbook.	

2. DATA COLLECTION ANALYSIS - OPTIONAL

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]	Chattahoochee County received input from school staff, parents, post-secondary partners, business partners and the community at large, through a community engagement survey. All stakeholders had the opportunity to complete a survey and participate in a meeting to discuss the strengths and weaknesses of the district as well as offer suggestions for correction. Chattahoochee County also has quarterly school governance teams meetings as well as quarterly advisory council sessions. During the Strategic Planning process, data from the community engagement meeting and action team meeting was collected and used in the CLIP.

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?")	Continuing from the previous year, literacy and numeracy are a priority. A greater focus is needed to increase the percentage of students who perform at grade level or higher in reading, writing, and math. Increasing student engagement and college/career readiness will be a performance objective under our goal of student achievement and success. STEAM activities incorporated into instruction will prepare our students for 21st century skills. Professional Learning Communities structure should continue to transition more towards the application and integration of knowledge. There is a continued need to further develop a positive and welcoming environment for all parents and the community across all grade levels.

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)	During each school year, community and school stakeholders are invited to observe the district's progress and provide feedback. Stakeholders were given relevant data (formative academic progress, teacher retention, instructional practices and methodologies, etc.) The information gained is used to help prioritize the district operational and instructional focus for the upcoming school year. Members of the leadership team were a part of a cohort for increasing student achievement by focusing on student-centered coaching. The Community Engagement meeting, Action team meeting, Georgia School Climate survey, Budget survey, Daycare survey and Family Engagement survey was used to collect data.

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?”)	The data gained implicated a strong growth and progress in academic achievement, student services, and community collaboration. Greater attention is needed in progressing students toward and beyond grade level proficiency in literacy and numeracy and providing STEM/STEAM related teacher training while continuing to implement instruction activities. Data was used to help develop the district goals and implementation strategies. These goals were used in the five-year Strategic Plan.

What achievement data did you use?	Formative data from benchmarks, progress monitoring data, Georgia Milestones, MAP Data (individual student growth targets), Student Goal Setting, EOPA results, and college entrance testing data were used to set district and school level goals for continuous improvement. Our survey data was used to help better understand parent and community perceptions.

What does your achievement data tell you?	Data analysis reveals a need to focus on application of standards in real world experiences, building vocabulary, improvement in conceptual mathematical knowledge, improvement in narrative writing across the district. From a district and school level prospective, the need for relevant assessments are aligned with the expectations of the Georgia Standards of Excellence is needed.

What demographic data did you use?	Graduation Rate Assessment scores Enrollment Numbers Attendance Recruitment and retention of qualified staff Discipline data

What does the demographic data tell you?	Chattahoochee County has seen increases and improvements in test scores. Because of the uniqueness of our student population (military dependent students and being located in an economic deficient area) the district has an enrollment that is transient. For this same reason the district is challenged with recruiting and retaining qualified staff.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns - Optional

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 3.3.

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?	Chattahoochee County School District has adopted a system of continuous improvement that allows teachers and leaders to plan, implement, monitor and analyze instructional practices. School data (academic, attendance, behavior, other support services) meetings are held with each school's leadership team monthly. From the data meetings, prioritized professional development needs are established and planned to include monthly content specific. Trends consist of all grade levels requiring more focus to establish growth for all learners and exceeding proficiency targets for students in literacy and numeracy.

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?	Leaders use data-driven decision-making and include this with their impact checks. Leaders have functional school leadership teams and consistently use this structure for decision making. Leaders monitor teacher and student progress through ongoing walkthrough class observations as well as through the qualitative data analyzed as part of the Impact Check process. Monthly leadership meetings are held to review progress toward specific goals and identify any course corrections. Additionally, job-alike collaboratives are attended through RESA to build capacity and support collaboration across like positions (K-12 Principal meeting, K-12 Assistant Principal meeting, etc). This additional opportunity was implemented after an analysis of data indicated areas of improvement were necessary across school building/grade bands for our leadership during a summer retreat.

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Teachers and leaders have regular and productive participation in professional learning communities through monthly meetings of targeted needs. Professional learning communities addresses the needs of the whole child and focus on pre-requisites needed to become successful. Teachers' instructional needs are addressed through a standardized walk through form that is used in each school. These results along with data from Impact Checks and PLCs drive the annual action steps. The monthly job-alike meetings have also supported the capacity building of leadership and provided them a PLC to determine district trends and needs

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Community and family engagement in Chattahoochee County is evident in extracurricular events and social events. However, more engagement in the building blocks required for academic achievement and school attendance are needed. This year's community engagement meeting and Action team meeting helped pave the way to increasing this. Surveys have seen a good amount of participation. It is evident that the trends and patterns are improving effective communication, recruiting and retaining qualified staff, providing a more engaging environment that is aligned with the traditions and values of Chattahoochee County. From teachers and leaders prospective, the system needs more family and community participation in instructional components and academics. These trends and patterns were gathered from demographic and perception data. The school governance teams at each school have been instrumental in providing input on academic achievement and attendance this school year.

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?	Demographic data on student behavior shows the need for teachers to receive training on the unique qualities of low socioeconomic and transient student populations. According to student learning data, teachers and leaders need more support in meeting the needs of students with disabilities and economically disadvantage students when attempting to meet the needs of the whole child.

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?	82% of the Chattahoochee County School District is federal property and does not support the tax base. 18% of the county supports 100% of Chattahoochee County Schools. Almost no business and industry resides in this 18% of the county. Most of the district's residents travel outside the county for employment. Funding is needed to support the training of teachers to meet the diverse needs of transient students in poverty.

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?	We have a positive trend with academic growth leading to gains in graduation rate as well as post-secondary attainments to include enlistment, employment and enrolled in post secondary institutions. Professional learning is needed to improve instructional strategies necessary for critical thinking and strategies that will further grow students' academic ability to proficient at every grade level.

IDEA - Special Education

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

Strengths	Chattahoochee County School District has updated MTSS policies and procedures across the district. A District Leadership team has been established with an MTSS Coordinator identified at the school levels. Each school has defined universal screeners and cut scores. District-wide interventions have been determined and fidelity checks for interventions are implemented at each school. Scheduling has been created for students' receiving interventions along with personnel being used at each school. Co-teaching teams have been determined along with planning times for teams to meet including PLC times. Co-teachers have attended professional learning opportunities through RESA and determined schedules for progress monitoring students on each case load. Strengths include the reduction of a reliance of labels when the critical need is effective Tier 1 instruction that is differentiated and focused on accelerating priority skills necessary.

Challenges	Due to the small size of the district and difficulty recruiting and retaining teachers (due to the heavily military associated teaching staff), it can often be a challenge to have the manpower and time to plan, implement, monitor, and analyze instructional practices that build longevity. With the uniqueness of the military population and the high number of transient staff and students, consistency in implementing a coherent framework continues to be a challenge. Realizing that the majority of students will remain in the district less than 30 months, positive, consistent student data that can be used for long-term decision making is a challenge. As other states use inconsistent eligibility requirements and an over-identification of labeling students as disabled by the Department of Defense occurs, this requires that each case manager regularly analyze eligibility and make recommendations to the IEP team. A focus on eligibility data often becomes the priority as opposed to a focus on instructional needs within the IEP. DOD families are not accustomed to the IDEA requirements and this causes significant challenges and barriers.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	(1) Small Class Size (2) Effective MTSS Structure & Processes (3) Qualified and highly effective teachers (4) Use of research-based strategies and resources (5) Increase of implementation of hands-on and STEM activities across all curriculum areas

Challenges	(1)Retaining qualified veteran teachers (2) Parent involvement with student learning (3) Transient student population (4) Resources (5) Consistency of effective teaching practices (6) Rigorous instructional strategies

Title I, Part A - Foster Care

Strengths	Currently the district employs a full-time social worker and works directly with the court system on specific situations. This open relationship fosters a sense of trust and provides the district the opportunity to plan for next steps.

Challenges	Due to the transient nature of the student population, early identification is a challenge. Because the majority of students enroll from other states, often there is a delay in obtaining the necessary reports and information to intervene and support early.

Title I, Part A - Parent and Family Engagement

Strengths	We have an efficient, professional, caring, and involved parent coordinator.

Challenges	(1) Time constraints of the working class and economically disadvantaged parents (2) Resources that support a deeper understanding of the need for higher levels of academic achievement

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 a 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	The district has a system in place to identify migratory farm families entering the county.

Challenges	No qualifying farm related jobs in the area; therefore no migrant families.

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

Strengths	The district employs a full-time social worker and uses a standardized enrollment procedure across all schools.

Challenges	Identifying neglected and delinquent children due to the transient nature associated within the district Identifying and proactively supporting a transient population who have limited historical records for early identification Identifying the unique needs of a diverse population who may be experiencing homelessness.

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 Title II, Part A funds.”

Strengths	Data-driven professional learning plan established to meet the needs of teachers and students. Content relevant professional learning communities established for effectiveness Professional learning protocols for data analysis and providing solutions for continuous improvement Teacher Key Evaluation Systems data Resources that are engaging and easy to utilize

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 Title II, Part A funds."

Challenges	Differentiation of instruction for student learning needs Innovative scheduling options to ensure continuous improvement Daily monitoring and readjustment of appropriate instructional delivery to meet students' needs

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 ofboththe ESOL and Title III, Part A language instruction educational programs.

Strengths	Teachers who speak the majority of our ELL students' native language. Small ELL population The procedure for identifying ELL students in our district

Challenges	Resources Parent communication and involvement Transient ELL population

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

Strengths	The district employs a full-time social worker and utilizes a standardized enrollment process across each school

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

Challenges	Resources that are appropriate for a diverse set of needs. Identification of students who may benefit and require supports

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 Title IV, Part A funds."

Strengths	Increase in academic achievement in math and informational text reading strategies

Challenges	Inconsistency in providing appropriate resources to enhance academic enrichment and engagement in deeper learning among the three schools. Lack of Academic Coach

Title I,Part A - Equitable Access to Effective Educators

Strengths	100% of Chattahoochee County elementary and middle school teachers are qualified in their assigned content area. The district uses different data sets to determine the areas of instructional needs of teachers as the needs of different demographic groups change.

Challenges	Maintaining veteran teachers in a system that relies significantly on employing qualified teachers who are military connected. In an economically disadvantaged community, there are very few teachers to recruit and housing to reside in the community is non-existent. Maintaining veteran teachers in close proximity to a military base. Resources Providing professional learning opportunities with a limited budget.

Title V, Part B - Rural Education

Strengths	Teacher training which leads to improvements in literacy and math on Georgia Milestones. Research-based supplemental instructional materials

Challenges	Limited funding; highly economically depressed county; lack of exposure to real life experiences without going outside of the county

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 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 3.2.

Overarching Need # 1

Overarching Need	Based on MAP data, 50% of students in K-10 will increase growth by 5% or better in reading and math.
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	

Overarching Need # 2

Overarching Need	To increase College and Career Readiness, the EOPA pass rate for students in grades 10-12 will increase 10%.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	Provide opportunities to K-12 students and teachers that focus on the application and integration of knowledge through STEAM.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis - Optional

Select the top 2-4 overarching needs from 3.3. 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. Use the letter codes below to identify which programs relate to each root cause (ex: “ABCF”).;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Based on MAP data, 50% of students in K-10 will increase growth by 5% or better in reading and math.

Root Cause # 1

Root Causes to be Addressed	Lack of intentional planning that aligns with GSE Lack rigor in instructional practice Content certified teachers in math and professional development for teachers
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - To increase College and Career Readiness, the EOPA pass rate for students in grades 10-12 will increase 10%.

Root Cause # 1

Root Causes to be Addressed	lack of exposure to meaningful career opportunities or applicable opportunities associated with pathways lack of understanding of requirements and meaningful advisement opportunities based on student interest and skill
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Overarching Need - Provide opportunities to K-12 students and teachers that focus on the application and integration of knowledge through STEAM.

Root Cause # 1

Root Causes to be Addressed	Lack of curriculum integration Lack of teacher and leader training in STEAM related areas Inadequate time for collaborative planning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program

Root Cause # 1

Impacted Programs	Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

District Improvement Plan
2026 - 2027



Chattahoochee County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on MAP data, 50% of students in K-10 will increase growth by 5% or better in reading and math.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of intentional planning that aligns with GSE Lack rigor in instructional practice Content certified teachers in math and professional development for teachers
Goal	Based on MAP data, 50% of students in grades K-10 will increase growth by 5% or better in the areas of reading and math from beginning of the year data to end of year data for FY27.

Equity Gap

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

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
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Teachers will participate in job embedded professional learning on how to utilize Benchmark literacy, NWEA MAP, IXL, Progress Learning, Achieve 3000, Imagine Learning, Amplify Math, HMH ELA, Maneuvering the Middle, Generation Genius, Happy Numbers, Advance ALL Benchmark, BBB Educational Enterprises, Common Lit, Securely, along with various online classroom curriculums.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Leadership Attendance in plc's. lesson plan anaysis ongoing formal and informal classroom observation
Method for Monitoring Effectiveness	Benchmarks Formative assessment ongoing formal and informal classroom observation
Position/Role Responsible	Principals Asst. Principals Curriculum Directors
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Teachers will participate in job embedded professional learning through CF-RESA and Transforming Educators-Van Soelen and Associates to have coherent and consistent PLCs across grade levels and content areas to assist with increase of MAP scores, Benchmark, EOCs, and formal assessments across all curriculum areas and content knowledge.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	notes and agendas from meetings; MAP data and Pulse Survey data
Method for Monitoring Effectiveness	student data, teacher survey data and impact check results
Position/Role Responsible	Principal/Federal Programs/Finance Department
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Implement and provide additional compensation for PLC Leads and for endorsements received for job-embedded professional learning. Additionally, allocate stipends for attending professional learning sessions after work hours, such as summer conferences, and cover the registration fees for RESA Collaboratives for Principals and Assistant Principals as well as Endorsement courses.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting agenda and sign-in sheet, Observation, Surveys
Method for Monitoring Effectiveness	Student achievement and attendance data, teacher survey data and impact check results
Position/Role Responsible	Principal/Federal Programs Director
Evidence Based Indicator	Moderate

Action Step # 3

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)?	Chattahoochee-Flint RESA, Transforming Educators

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase College and Career Readiness, the EOPA pass rate for students in grades 10-12 will increase 10%.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	lack of exposure to meaningful career opportunities or applicable opportunities associated with pathways lack of understanding of requirements and meaningful advisement opportunities based on student interest and skill
Goal	To increase College and Career Readiness during the FY27 school year, students in grades 10-12 taking and EOPA will increase the pass rate by 10%

Action Step # 1

Action Step	Teachers will participate in job-embedded professional learning to promote lead teachers to ensure deeper support provided for all students to prepare for the EOPA.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting agendas; observation and feedback from admin
Method for Monitoring Effectiveness	monitoring lesson plans classroom observations PULSE survey data impact check results
Position/Role Responsible	CTAE Director Principals HS Counselor WBL Coordinator
Evidence Based Indicator	Strong

Action Step # 1

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)?	RESA; CVA college career academy; Columbus Tech, CTAERN

Action Step # 2

Action Step	Teachers will engage in more focused support to students on career opportunities and job workforce needs to better guide students on needs in region.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance certificates TKES observations Lesson plans
Method for Monitoring Effectiveness	monitoring lesson plans classroom observations

Action Step # 2

Position/Role Responsible	Principals WBL coordinator HS Counselor
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)?	RESA, Columbus Technical College, CTAERN

Action Step # 3

Action Step	Students will have access to deeper engagement in world of work and interests aligned to pathways.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	quarterly impact check; survey; interim formative assessment
Method for Monitoring Effectiveness	lesson plans and quarterly impact checks
Position/Role Responsible	principals; Federal Program Director; CTAE and WBL coordinators
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide opportunities to K-12 students and teachers that focus on the application and integration of knowledge through STEAM.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of curriculum integration Lack of teacher and leader training in STEAM related areas Inadequate time for collaborative planning
Goal	Integrate STEAM activities into instruction.

Equity Gap

Equity Gap	TAPS Distribution

Content Area(s)	ELA Mathematics Science
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-3 Provide professional learning opportunities for career advancement for teachers and school leaders

Action Step # 1

Action Step	Provide opportunities for teachers in K-12 to seek Endorsements in Reading, Math, STEAM, Computer Science and/or Gifted.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	quarterly impact check; RESA endorsement;
Method for Monitoring Effectiveness	classroom observations; lesson plans; TKES
Position/Role Responsible	principal and Federal Programs Director along with Instructional Technology Specialist/Coach
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 1

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

Action Step # 2

Action Step	Develop and conduct STEAM professional learning district wide.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets and IT participation log
Method for Monitoring Effectiveness	walk through forms from classroom observations and quarterly impact checks
Position/Role Responsible	Instructional Technology Specialists and School Principal
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Action Step # 2

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Conduct focus walks on the implementation and effectiveness of STEAM instruction district wide with a survey administered at the end of the year.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Classroom observations and surveys
Method for Monitoring Effectiveness	completed walk through forms and survey data
Position/Role Responsible	Instructional Technology Specialists and School Principal
Evidence Based Indicator	Moderate

Action Step # 3

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)?	RESA

4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children

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).	Each year teachers, principals, school leaders, paraprofessionals, specialized support personnel, parents, community partners, post-secondary partners (Columbus Technical College, Columbus State University) and other organizations or partners with relevant and demonstrated expertise in Federal programs are invited to a community engagement meeting to discuss and find solutions on how to increase student academic achievement through evidence-based strategies. Perceptions surveys were also provided to the whole community to gather data. The district will coordinate the use of all funds for STEAM activities and PLC's for professional development regarding online curriculum programs.

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)	100% of teachers in Chattahoochee County Title I Schools are certified or are waived while completing GaTAPP or a Master's program. The district is a charter waiver district that has the ability to waive the certification for teachers with the exception of special education teachers. The district's certification plan for non-certified teachers specify that non-certified teachers become qualified within 3 years of their employment. The district provides ongoing training in research-based best practices for all teachers. The success of the instructional strategies used are monitored through formal and informal observations. Novice teachers are paired with mentor teachers who have demonstrated on-going proficiency in best instructional practices. Content specific professional learning communities and vertically aligned and provide opportunities for teachers at various performance levels to collaborate with each other. Our post-secondary partners are instrumental with assisting with professional learning activities that address the individual needs of teachers. The district monitors the schedules of all low income and minority children before the start of each school year to ensure they are not being taught consecutive years by an ineffective, inexperienced, or out-of-field teacher.

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 district uses data gathered from students' formative and summative assessments, teachers' informal and formal observations, parent and community feedback to determine school and individual teacher professional growth needs. Chattahoochee County polices stipulates that all teachers must participate in regular and ongoing job-embedded professional learning that is relevant to the needs of all students. Effective teacher-leaders are given various opportunities to build leadership capacity by serving on school leadership teams, serving as department leads, and mentor teachers. Additionally, the system administrators (Principals, Assistant Principals, Directors, and Counselors) engage in on-going, job-alike professional learning through the Chatt-Flint RESA as well as within the district creating vertical alignment and planning. The purpose of this support is to ensure that administrators are the instructional leaders and have updated knowledge on best practices. Chattahoochee County is currently monitoring improvements in teaching and student outcomes through school improvement plans and the district strategic plan. Quarterly instructional meetings are held to analyze data and readjust instruction where necessary.

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

Professional Qualifications

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 certification? [ESSA Sec. 1112(c)(1)(B)(ii)]	
✓	Yes
	No (no further action)

If the LEA waives certification, specify the waiver option below:	
✓	The LEA waives certifications for all teachers allowable by law. (no further action)
	Other (If other, describe the minimum qualifications required for employment of teachers for whom certification is waived.)

State and Federally Identified Schools

Describe the actions the district will implement to support federally identified schools (CSI/TSI/ATSI). Include a statement explaining how the district will prioritize and allocate funds to support federally identified schools. If the LEA has no federally identified schools, enter "N/A".	The district has NO CSI or TSI schools. In the event that CCSD ever had any future federally identified schools, prioritization of all funding sources will occur through an analysis of needs by the federal programs and leadership committee review team to the meet unique needs of students and staff. This prioritization will remain in effect until such school is removed from identified status.

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	Chattahoochee County High School includes the program of Chattahoochee Valley Academy, a college and career academy. Currently, the district is working to increase the number of businesses in our region to partner with the Chattahoochee Valley Academy to provide more learning opportunities through work-based learning opportunities, internship programs, externships, and promotion of Chattahoochee County Schools and Chattahoochee Valley Academy . The district is adding new partnerships daily. The CTAE Director works at the school level directly under the supervision of the High School administration to ensure alignment of planning, resources, goals, scheduling, and other needs are met. Overall, the goal is for all enrolled

CTAE Coordination

professionals and, if appropriate, academic credit.	HS students to be meaningfully involved in a pathway that leads to enrollment, enlistment, or employment.

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.	The schools in the district have explicit, progressive discipline plans that recognizes positive behavior. Each plan incorporates some of the principles of Positive Behavior Intervention Support and builds upon meaningful relationships with at least one caring adult assigned to the student. Many classroom teachers loop with their class to promote consistency and relationships.

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program - Optional

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Middle school students, beginning in 7th grade, have the opportunity to explore careers. By 8th grade, students are allowed to participate in connections that align with the HS Pathway programs as well as receive one high school credit to promote a stronger engagement with high school success. YouScience is administered in middle school for career exploration and allows the transition to high school to be purposeful with the Teachers as Advisors program established. Each Teacher as Advisor meets daily with a small group of students to effectively support transition and high school success. By supporting the integration of the college career academy, students select a Pathway by 10th grade . This has led to more than 88% of graduates successfully completing at least one Dual Enrolled course.

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 district meets annually with Enrichment Services to discuss data from the Head Start program and to plan services need in the Pre-K program. Students and parents are invited to meet with the district Pre-K teachers to discuss the academic and social expectations of the Pre-K program. At the close of every year, each Head Start student has a chance to experience in "A Day in the Life of a Pre-K Student." This activity is replicated for Pre-K students and parents and as they transition to Kindergarten. PreK and Kindergarten "before school begins camp" is provided to registered students to give the families and youngest Panthers the opportunity to transition successfully into "big school".

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	None of Chattahoochee County Schools are targeted assisted schools.

Title I, Part A - Targeted Assisted Schools Description

students to be served.	

Title I, Part A – Educational 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.	Chattahoochee County Schools general instructional program is standards-based. Schools provides standards-based instruction At Tier I for all students while supplementing instruction with explicit, skill-based teaching for those at risk through the use of online individualized instructional programs in the areas of reading and math. Hand-on activities in the areas of reading, math, science and engineering are used to increase STEAM activities and to reinforce tier 1 whole group instruction. Evidence-based and Title I funded programs in intervention programs focused in reading and math established for the deficit skill needed to master the standard through various modalities of instruction using whole group, small group, hands-on activities, online activities, and reteaching. To meet each need, funds are being utilized to purchase online software in Grades K-8 to address reading, math, social studies and science needs. Paraprofessionals are funded out of Title I in order to assist teachers in giving more small group instruction in each of these areas. This double dose instructional opportunity is data driven and flexible based on identified need. As new evidence based interventions are being purchased, professional development is being provided for each program. Depending on the intensity of the program, some professional developments are provided one time while others are ongoing throughout the school year. Once professional development has been completed through the companies, ongoing internal PD is completed through, learning communities within each school. Each of these teaching strategies and programs are reiterated through Family Engagement nights through at each school level. Hands-on activities focused around STEAM activities being taught within the classrooms are completed at each school during the school year. STEAM Camp occurs during the summer. In addition, collaboration for reading activities throughout the year and during the summer at Literacy Camp are completed with the local school library and families. While Chattahoochee County does not have a local institution for neglected or delinquent children within the district, students within the district identified as neglected or delinquent receive services through the Alternative school program.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium and Direct-Funded LEAs describe:How to support the records transfer process for students moving in and out of the school (including academic and health records), andHow they collect and how they use the occupational survey during new student registration and back-to-school registration for all returning students, and how it 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 (consortium LEAs describe how they coordinate with the MEP Consortium):Who in the LEA accesses MSIX when migratory children and youth enroll and depart?How the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The occupational survey is part of the registration package for new enrollees and back-to-school registration for all returning students. The MEP will quarterly review the school district registration package to ensure the most recent occupational survey is included and the instructions on the bottom of the form are being followed. The records transfer process will include the use of Migrant Student Information Exchange or MSIX. The will coordinate with MEP Region 2 Office to ensure services are provided if migrant children enroll in the LEA. The district has not had a need to coordinate services with these agencies. Chattahoochee County School District has no identified students as migrant. At the beginning of each school and as we receive new students during the school year, the district uses the occupational surveys to identify potential migrant families. At the present time, there are no qualifying migrant jobs in Chattahoochee County. Any identified migrant student would have access through counselors and social workers to assist with academic and social transition from district to district. This would include interstate or intrastate needs.

Title I, Part C – Migrant Supplemental Support Services

1.Consortium LEAs describe:ul 2. How academic and non-academic services are coordinated for all participants (P3–P5, K–12, OSY) with the MEP 3.Direct-funded LEAs describe:ul 4. How the needs of preschool children (P3–P5) and families are identified and how services are implemented and evaluated during the regular school year and summer 5. How the academic and non-academic needs of Out-of-School Youth (OSY) and Drop-Outs are identified, how the OSY Profile Form is used to support the	Academic services for P3-P5, K-12 and OSY participants will be coordinated through the Region 2 Office. The needs of all eligible migrant education students will be addressed with the same resources that are available to all other students in Chattahoochee County. Once a student is identified as migrant, our social worker and counselor will evaluate the student's needs. Based on what needs are present, services could include: instructional differentiation (EL services, student with disabilities screening, gifted screening) and social needs (housing, nutrition, clothing and other supplemental services). When a migrant student is identified in Chattahoochee County, coordination between the school administrators, school social worker, school counselor, the Early Learning Coordinator and the Pre-K Facilitator, as appropriate, occur to ensure provision of supplemental academic and non-academic support services and outreach activities for migratory P3-P5 and OSY. Chattahoochee County provides wrap-around support services to

Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer	students and families in need. The district partners with local agencies ranging from juvenile delinquency to school-based health services. Our schools house a New Horizons Behavioral Health Counselor as well as a Military Family Life Counselor. We offer a credit recovery program in our High School to assist in preventing drop-outs as well as Pre-K and Headstart services in our elementary school. Supplemental, summer enrichment is offered to include our four week long Literacy Camp to reduce summer learning loss and provide enrichment.

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	Plans/Procedures Related to Post-Secondary Outcomes- ● Advisory Homeroom- each student has an advisor as their designated personul ● Graduation/Course Planning ● YouScience (career aptitude, exploration) ● GAFutures Junior/Senior Planning Meetings with CounselorSenior Post-Secondary Outcome Exit InterviewCollege and Career Fair (employ, enroll, enlist)Work Based Learning (meaningful coaching/employment)Parent Involvement (meeting information shared online/email, in-person meetings)At-Risk Student Identification (failure/at-risk letters mailed home, conferences with students 2+)Full-time Social Worker to support students with truancy issues, resources needed at homeCounselors (military and school) to support mental health, credit recovery, graduation coachingMiddle School Involvement (CVA tours, high school courses- Physical Science, PE/Health, Intro Business)Provide job coaching yearly through job fairs, military recruitment opportunities, CVA employmentGraduation Data: Students with Disabilities (FY 25 State target-90%) Although we have met the state target for graduation, we look to increase this number next year with Vocational Rehab involvement. In terms of students with disabilities who graduated in FY25, Chattahoochee County Schools had too few students to obtain a percentage but all in the cohort graduated compared to the state target of 90%. Of the graduates in FY25, 25% are enrolled in higher education, 33% are participating in competitive integrated employment, 17% are unengaged, and 25% are participating in other employment-part time, self and supported employment. This can be attributed to training opportunities through the College and Career Academy, full-time counselors, social worker support involvement, College and Career Fairs hosted annually, and work-based learning. Professional Learning- ● YouScience Counselor Training (counselor) ● GoalBook (Sped Teachers): Writing goals/objectives, progress monitoring in the areas of academics, transition service goals, and social skills instruction. ● Unique Learning System (Sped Teachers): Curriculum training geared towards students with disabilities with moderate/severe/profound ● Co-Teaching Workshop for Gen.Ed. Teachers and Special Ed.

IDEA Performance Goals:

	Teachers which included best practices to maximize instructional opportunities ● Eligibility Workshop and Training by RESA School Psychologists Plan to Monitor- ● Monthly Review Admin and Sped Team Leaders (School) including monthly PLC meetings ● Quarterly Review Progress with Teachers ● Post-Secondary Special Education Student Update (yearly for graduating seniors) ● Work Based Learning YAP Student Monitoring (yearly for YAP work study hour completion) ● Weekly monitoring of IEPs, Data Reviews, Progress Monitoring due dates and compliance ● Individual coaching as needed for staff in writing reports and progress monitoring

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	When students are identified through Babies Can't Wait, there is a transition meeting scheduled through the Student Services: Special Education office. After the meeting is held and eligibility is determined, a case manager is assigned. For students in Head Start, the teacher completes a screening. If there are concerns noted from the screening, the teacher starts interventions and tracks progress. Head Start teachers are encouraged to consult with special education teachers and speech-language pathologists for intervention suggestions (if needed). If it is determined that progress is minimal, a referral is made to the Special Education Student Services office. For students in PreK, there is no screener. Bright From the Start has adopted CLASS (The Classroom Assessment Scoring System).CLASS is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions. Class ratings cover three domains: emotional support, classroom organization, and instructional support. This is the only assessment system that Bright from the Start uses. This system seems to assess teachers and their classroom effectiveness. For our pre-k students, a certified teacher uses MAP Reading Fluency and a teacher-made assessment to gauge if a student might need additional support in the classroom. If they need additional support, the teacher sets a goal for them and proceeds with progress monitoring. Kindergarten students are identified using MAP, IREADY, and Benchmarks. If they do not meet the cut score identified on each assessment, they will be entered into MTSS. Plan to Monitor: ● Monthly Review Admin and Sped Team Leaders (School) ● Quarterly Review Progress with Teachers ● Weekly monitoring of IEPs, Data Reviews, Progress Monitoring due

IDEA Performance Goals:

	dates and compliance ● Individual coaching as needed for staff in writing reports and progress monitoring Professional Learning: ● Service Providers & Sped Teachers (OT/PT/Speech) are provided training on GoIEP and GoalBook ● Behavior Interventions, FBAs, Autism Training (ABA components) from Behavior Specialist (Teachers, Service Providers, Paraprofessionals) General Supervision: ● When students are identified as having an area(s) of concern-developmental, academic, etc.; the BCW or HeadStart teacher will send and email to notify the SPED Coordinator of possible concerns. At that time, coaching is provided by the Sped Coordinator, MTSS Coordinator (Elementary School), Service Provider(s) to begin the intervention process. Teachers are advised on data collection and progress monitoring of the interventions as needed (and if appropriate). If parent request, LEA will go ahead and evaluate with parent permission to determine if student qualifies for additional services/support. If not parent request, the MTSS team, BCW, and/or HeadStart will hold a parent meeting to review progress and determine if additional testing is needed to determine additional supports/services. Once a student qualifies, services, placement, and supports are reviewed and adjusted to meet the needs of the student.

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	All students with an IEP are entitled to a free appropriate public education. This includes children that are eligible for special education from the ages of three through twenty-one. Entitlement to FAPE ends upon reaching age 22 or graduating with a regular diploma, whichever comes first. The education provided to the student with an IEP must be appropriate and must address the student's needs based on the psychological evaluation as well as input from the IEP team in order to make educational progress. The special education director will monitor IEPs from each case manager on a rotating basis for accuracy and evidence of implementation. The case managers will monitor assigned students with an IEP to determine progress towards reaching goals and objectives as well as to help determine the types of services needed. Special Education teachers attend training sessions monthly to address specific needs within the district that address writing IEPs, Eligibility reports, progress monitoring, and instructional practices which will enhance the continuum of services provided for students in special education. New special education teachers participate in a Special Education Training cohort through RESA which will review best practices for teachers in the special education field. The continuum of services is provided to all students with disabilities

IDEA Performance Goals:

	based on their least restrictive environment. Services offered at Chattahoochee include inclusion with co-teaching, collaborative with para support, consultative, hospital homebound (as may be determined by medical professionals), home instruction (virtual), small group, and supportive instruction. IEP accommodations/modifications are shared with all teachers serving students with disabilities during pre-planning days before the students arrive. Each case manager makes copies of the accommodations page of the IEP for students on their caseload and delivers them to core teachers, college and career teachers, and elective teachers. The case manager then reviews the accommodations and ensures their understanding of the support needed. Teachers are made aware of the requirement by law to provide these services and supports and are asked to sign off stating they understand the accommodations and agree to provide support. Any time there is a change in schedule, and/or new students transfer within the district, the same procedure takes place throughout the school year. Supervision and monitoring procedures are in place to ensure FAPE is provided to all students with disabilities. We have partnered with Georgia Vocational Rehabilitation Agency, Goodwill Industries, and Georgia High School High Tech to ensure students are provided transition support for post-school success in the areas of education, employment, and independent living. We have social workers in our district that work with agencies that provide mental health support on campus through Georgia APEX. We also have support provided for students in the areas of deaf and hard of hearing teachers with certification in American Sign Language; as well as, occupational, physical, and speech therapists. Teachers also have practices in place for monitoring and managing data from progress monitoring, which is reviewed by Lead Special Education Teachers and the Special Education Director to ensure students are working on goals and objectives throughout the school year. Case managers review this progress with parents every nine weeks (through IEP Progress Report) to ensure progress is being made and parents have options of communicating any needs and/or changes that have risen throughout that time.

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	Chattahoochee County School District provides guidance to service providers within the district related to the implementation and compliance of special education programs as required by the Individuals with Disability Education Improvement Act 2004 (IDEA) and its regulations. General guidelines and specific procedures are identified in the procedures manual to assist staff with the evaluation process, IEP development for students with disabilities, and the provision of a Free and Appropriate Education (FAPE). It also guides staff working with students with special needs through the appropriate procedures for the identification and evaluation of students with disabilities. The district's manual is a supplement to the Georgia

IDEA Performance Goals:

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	Department of Education's Special Education Rules and Implementation Manuals and is meant to serve as a practical guide for implementing the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and its regulations. All staff members also have access to the State Special Education Rules and Implementation Manuals which should be consulted first when questions arise regarding laws and policies. Also, an electronic version accompanies the manual that all staff members have access to. While compliance is imperative and non-negotiable, Chattahoochee County is focused on providing excellence in the educational experience which focuses on proving high-quality instruction that is engaging and challenging, a physically and emotionally safe learning environment, and data-driven decision making. All Chattahoochee County staff members received a training session during the whole district welcome back convocation on the first day of pre-planning. The Special Education Director prepared and led a presentation and projected it on a screen for the staff to receive the information regarding Child Find, IDEA, early intervention, referral process, RTI/SST, Section 504, and basics of IEPs to include accommodations to follow and confidentiality. In addition to the whole staff training, training with Special Education teachers and paraprofessionals occurred during the pre-planning days. This included covering the manual from GADOE in addition to district procedures. During every training, the staff signs in on a sheet stating that they have received the training and/or received the manual. Throughout the year, PLC and Department meetings are led with topics that include state and federal laws. Scenarios were provided in which the department members had to respond to the scenario. An example scenario included: What if your co-teacher does not let you implement the accommodations as written in the IEP? What do you do? A second question proposed for discussion included: Are all students receiving special education services automatically exempted from following the school's student code of conduct? This keeps the special education teacher reminded of all of the state and federal laws. The District expects that all Special Education Staff will participate in opportunities for training and review and effectively implement the procedures outlined and implemented throughout the school year. Progress monitoring is done weekly and submitted to a folder in a Google Drive created by the Special Education Director so that monitoring can occur regularly. Progress monitoring must be shared with the parent every 9 weeks. A weekly check of the progress monitoring by the Special Education Director goals are worked on with students with fidelity on a regular basis. The Special Education Director will work collaboratively with the Superintendent and the building level principal to ensure teachers are complying and servicing the students as written in the individualized education plans.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

If transferring 100% of Title IV, Part A, INSERT the following statement in the REQUIRED QUESTIONS: “100% transfer of Title IV, Part A funds.”

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	Title IV-A funds will be used for Overarching Need #1/Action Step #1 which is continuing from last year with a revision to the subscription programs. Common Lit will replace the previously used Actively Learn. The district will focus on creating and sustaining a strong academic base for all students. Funds will be used to provide Progress Learning, a benchmark assessment system. The data will be used to adjust instruction to meet the needs of the students. Based on data, explicit skills-based instruction using Common Lit purchased with these funds will be incorporated into instruction as a supplement to the Language Arts curriculum. Additionally, each classroom teacher will be expected to integrate an applicable learning activity (to include open ended response questions from Progress Learning) into culminating tasks that students complete through open ended response questions from Progress Learning to foster more learning opportunities for students.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	No identified needs.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	No identified needs.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	No identified needs.

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.	Quarterly Impact data analysis meetings are scheduled to debrief original stakeholders and newly formed collaboration of the success of meeting the district goals. A district representative attends Chattahoochee County Family Connections monthly meetings and shares information with external stakeholders. Additionally, each school has created a school governance team made up of parents and community members in which direction and input is provided into the comprehensive improvement of the district. Results from district-wide surveys are used throughout the year to guide improvement efforts.