



# Comprehensive Needs Assessment 2023 - 2024 District Report



Georgia Cyber Academy

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Mike Kooi
Multiple Program(s)	Federal Programs Director	Lucretia Nolan
Multiple Program(s)	Curriculum Director	Dr. Ahoba Arthur
Multiple Program(s)	School Leader (#1)	Hillary Mullinax, Elementary Grade Band Principal
Multiple Program(s)	School Leader (#2)	George Wilkerson, Middle Grade Band Principal
Multiple Program(s)	Teacher Representative (#1)	Jessica Stubbs, Secondary Science Teacher
Multiple Program(s)	Teacher Representative (#2)	Jackelyn Schneider , Middle Grades ELA Teacher
McKinney-Vento Homeless	Homeless Liaison	Ja'Net Crayton
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Veronica Crenshaw
Title I, Part A	Title I, Part A Director	Lucretia Nolan
Title I, Part A	Family Engagement Coordinator	Michelle Gilyard
Title I, Part A - Foster Care	Foster Care Point of Contact	Ja'Net Crayton
Title II, Part A	Title II, Part A Coordinator	Lucretia Nolan
Title III	Title III Director	Julie Ferrer
Title IV, Part A	Title IV, Part A Director	Lucretia Nolan
Title I, Part C	Migrant Coordinator	Julie Ferrer

#### Recommended and Additional Team Members

## Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Kevin Goldberg
Multiple Program(s)	Finance Director	Andre Hopewell
Multiple Program(s)	Other Federal Programs Coordinators	Julie Ferrer
Multiple Program(s)	CTAE Coordinator	Brent Hanchey
Multiple Program(s)	Student Support Personnel	Patricia Beebe
Multiple Program(s)	Principal Representatives	Ingrid Bailey
Multiple Program(s)	High School Counselor / Academic Counselor	Tammy Newman
Multiple Program(s)	Early Childhood or Head Start Coordinator	N/A
Multiple Program(s)	Teacher Representatives	Brandi Baka
Multiple Program(s)	ESOL Teacher	Sharon Crossman
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Mark Peevy
Multiple Program(s)	ESOL Coordinator	Jessica Shuman
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	N/A
Special Education	Student Success Coach (SSIP)	Jennifer Anderson/ Ellen Holland
Title II, Part A	Human Resources Director	Nikki Perrilloux
Title II, Part A	Principal Supervisors	George Wilkerson
Title II, Part A	Professional Learning Coordinators	Eve Mooney
Title II, Part A	Bilingual Parent Liaisons	Mayra Ramirez
Title II, Part A	Professional Organizations	Rodney Keys, Teacher Retirement
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Mark Peevy
Title II, Part A	Local Elected/Government Officials	N/A
Title II, Part A	The General Public	Jamie Madden
Title III	Refugee Support Service Staff	N/A
Title III	Community Adult ESOL Providers	N/A
Title III	Representatives from Businesses Employing Non-English Speakers	N/A
Title IV, Part A	Media Specialists/Librarians	Michael Casey, Gwinnett County Library Partner
Title IV, Part A	Technology Experts	Rachel Gunn
Title IV, Part A	Faith-Based Community Leaders	N/A

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Ian Pearl, Noah Pearl
Multiple Program(s)	Private School Officials	GCA is exempt from Private School Consultation
Migrant	Out-of-School Youth and/or Drop-outs	GCA does not have any Migrant OOSY/DO
Title I, Part A	Parent Representatives of Title I Students	Cindy Roberts
Title I, Part A - Foster Care	Local DFCS Contacts	Brooke Ford
Title II, Part A	Principals	Ingrid Bailey, Hillary Mullinax, George Wilkerson, Dr. Anglin Taylor
Title II, Part A	Teachers	Jessica Stubbs, Amy Adkinson, Felicia Lowman-Sikes
Title II, Part A	Paraprofessionals	Kathleen Sheppard, Joy Bruce, Victoria Chambers
Title II, Part A	Specialized Instructional Support Personnel	Patricia Beebe
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Rodney Keys, Michael Casey
Title III, Part A	Parents of English Learners	Guillermina Rodriguez

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	N/A
Multiple Program(s)	Technical, College, or University Personnel	N/A
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Barbara Maddox (PTSO), Orvia Cushnie (PAC)
21st CCLC	21st CCLC Advisory Council Members	N/A

## Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	N/A
Migrant	Migrant PAC Members	N/A
Migrant	Local Farmer, Grower, or Employer	N/A
Migrant	Family Connection Representatives	N/A
Migrant	Local Migrant Workers or Migrant Community Leaders	N/A
Migrant	Farm Worker Health Personnel	N/A
Migrant	Food Bank Representatives	N/A
Migrant	Boys and Girls Club Representatives	N/A
Migrant	Local Health Department Representatives	N/A
Migrant	ABAC MEP Consortium Staff	N/A
Migrant	Migrant High School Equivalence Program / GED Representatives	N/A
Migrant	College Assistance Migrant Programs	N/A
Neglected and Delinquent	Residential Facility(ies) Director(s)	N/A
Special Education	Parents of a Student with Disabilities	Jennifer Lansing
Special Education	Parent Mentors	Jennifer Anderson
Title II, Part A	School Council Members	

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	A series of virtual meetings were held for staff, parents, board committees, and Parent and Student Advisory councils explaining the significance of the process and participation in the annual Comprehensive Needs Assessment (CNA) and Comprehensive LEA Improvement Plan (CLIP.) Staff members were able to nominate themselves and others for the School Improvement Team. The Federal Programs Director and the School Accountability Director picked the committee members ensuring there was perspective from all departments and stakeholder levels.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	After each CNA/CLIP meeting, the needs assessment survey was sent to staff, families, and community stakeholders to provide feedback. We have had various follow up meetings with stakeholders on the feedback data which was derived from the surveys.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

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



## Teacher Keys Effectiveness System- Standard

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



## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

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

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

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

## Leader Keys Effectiveness System- Standard

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Leader Keys Effectiveness System- Standard

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



## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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.	

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

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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



## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Georgia Cyber Academy (GCA) used the CLIP questions to create the Comprehensive Needs Assessment (CNA) survey to share with stakeholders. GCA held meetings with leadership, staff, and parents to receive feedback. GCA also worked with the PTSO, our Parent Advisory Council, human resources, and our Student Advisory Councils to obtain regular feedback. Weekly meetings are held with all areas of responsibility and concern including curriculum, academics, operations, financial, human resources, federal programs, compliance, special education, Parent, Faculty and Student Advisories, Assessments, Counseling, and Instructional supports. GCA evaluated the information received and used that data to focus on the most prevalent needs.
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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?")	The perception data from the Comprehensive Needs Assessment shows the need to improve communication and collaboration from all levels of administration and across departments; increase awareness of services, materials, and initiatives offered to students; increased alignment of physical materials for students; utilization of continuous in-field reporting; Increase parent engagement and attendance to parent meetings; and improve and collaborate on the continuous improvement plan process.
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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)	Multiple sources of process data were used; formal and informal classroom observations, percentage of staff meeting TKES goals, student participation in clubs, staff and student participation in counseling services, and parent meeting participation.
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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 process data shows a need for greater staff communication across all department and levels. There is still a need to partner with local libraries to address the need for physical reading materials and leverage clubs and resources provided. Students and parents are requesting in-person club opportunities to reduce the amount of screen time. Data shows the need to continue to improve awareness of resources and initiatives being offered to both staff and students. GCA will increase the employment of Spanish-speaking and literate employees across various departments to better assist the growing Spanish population.
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What achievement data did you use?	<p>Required Class Attendance Rate: All grade bands met their goal of having a 95% attendance rate for required classes.</p> <p>Assessment Completion: All grade bands met their Interim Assessment goal of 96% completion. PGB and EGB met their MAP goal of 96% completion.</p> <p>Primary Grade Band RIT Scores: They met their goal of 89% of students increasing their Math MAP RIT score from fall to spring. They met their goal of 87% of students increasing their Reading MAP RIT score from fall to spring. They did not meet their goal of 84% of students increasing Reading Lexile score from fall to spring. 79% of students increased on their Reading Lexile Score.</p> <p>Elementary Grade Band RIT Scores: EGB met their goals to increase their RIT Scores in Reading, Math, and Social studies by 3% from fall to winter administrations.</p> <p>Interim Assessments: EGB, MGB, and SGB did not meet their goal of having 70% of students passing core IA's.</p> <p>Georgia Milestones: 3rd-8th EOG Math:43% of students are performing at level 1. 37% of students are performing at level 2. 5th &amp; 8th EOG Science: 33.59% of students are performing at level 1. 25.52% of students are performing at level 2. 8th Grade SS:30.5% of students performing at level 1. 39.83% students are performing at level 2. Algebra 1:45.54% of students are performing at level 1. 29.79% of students are performing at level 2. American Lit:21% of students are performing at level 1. 32% of students are performing at level 2. Biology: 29.71% of students are performing at level 1. 21% of students are performing at level 2. US History:26% of students are performing at level 1. 32% of students are performing at level 2.</p> <p>ACCESS for ELs 2.0 ELP Composite Scores 1.0-1.9:6.95% 2.0-2.9: 12.83% 3.0-3.9: 42.78% 4.0-4.9: 31.55% 5.0-5.9: 5.35% 6.0: 0.53% 12 students exited with a clean exit of 5.0 or higher. 12 students were reclassified to exit after holding reclassifications meetings; exiting a total of 24 multilingual learners. 85% of active ELs received a 70% or higher for their ELA engagement grade.</p>
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<p>What does your achievement data tell you?</p>	<p>50% to 80% of 3rd to 12th grade students are performing below grade level in all EOG and EOC tested subjects. Our standardized test scores have decreased compared to SY22.</p> <p>62.56% of EL students are developing or lower in their overall English Language Proficiency based on the Composite Score from ACCESS for ELs 2.0. These students will need intensive and intentional language support in their content courses.</p>
<p>What demographic data did you use?</p>	<p>Students' academic achievement data (Pass/Fail of contents, MAP, and Interim Assessments) and attendance were compared by ethnicity and subgroups to identify equity gaps, trends, and patterns.</p>
<p>What does the demographic data tell you?</p>	<p>Students in the various subgroups (EL, MKV, 504, and Sped) perform at a lower achievement level than the grade level average. Students participating in the gifted program are performing at a higher achievement level than the grade level average. MKV students have been identified to be performing lower than any other subgroup at all grade bands. EL students are passing their contents at 8%-16% rate lower than the grade level averages at all grade bands except Primary. There continues to be a need to better serve students in the various subgroups through using evidence based interventions to teach diverse learners.</p> <p>McKinney Vento Student truancy rate is 10 times greater than any other subgroup.</p>

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> 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?</p>	<p>Overall, Georgia Cyber Academy's (GCA's) performance in Coherent Instruction is exemplary. Areas of strength continue to be our curriculum coaches and coordinators that provide constructive feedback and support to teachers, the alignment of our curriculum with state standards, our professional development for new and returning teachers, and the abundance of resources we provide to our teachers. Areas that were addressed as needing improvement include communication, the instructional time lost for assessments, and teacher autonomy.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall, GCA's performance in the area of Effective Leadership is operational. GCA's stakeholders view the leadership as supportive, helpful, and encouraging. Stakeholders addressed the following areas for growth; more clear and transparent communication, provide stakeholders a voice in decision making, and focus on building relationships between administration and teachers.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Overall, GCA performs at exemplary in the area of Professional Capacity. Stakeholders identified our strengths as providing plenty of opportunities for Professional Development tailored to staff goals and staffing highly effective teachers. GCA stakeholders identified the following as areas to improve; More time needs to be provided to implement new professional learning skills; The Cultural Diversity Training guest speaker is viewed as not effective; and more clear communication about the requirement for annual training.</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>GCA is performing at exemplary in the area of Family and Community Engagement. GCA Stakeholders identified the following as strengths: The FSPC parent meetings are relevant and informative; The addition of Spanish Parent meetings has increased the engagement of our LEP-Spanish families; The newsletters sent to families is sent in a family friendly and accessible format that streamlines communications across departments; The Family Engagement Liaisons are a big part of the success of students and families. Stakeholders identified the following as areas of need: Parents and students are desiring more peer to peer relationship building opportunities in person and virtually; The number of communications sent out can be overwhelming for parents especially those with multiple students in various grade bands.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>GCA is performing at exemplary in the area of Supportive Learning Environment. The strengths identified by the stakeholders are: The Family Engagement Liaisons are a huge part of supporting the student and family navigate GCA; SCA and GCA's help center are effective in supporting and troubleshooting equipment; Stakeholders were pleased with the physical resources provided to students, including art kits for LIFE students. GCA Stakeholders identified the following areas of need: Jigsaw, the virtual classroom platform, continues to have technical issues; Students may not be fully engaged during class; Stakeholders recognize the need for all GCA students to have a school-provided laptop to ensure equity and reduce technical issues.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>GCA is experiencing a continued downturn in enrollment, which is leading to more efforts to streamline and curtail expenditures. GCA is reviewing all actions to insure they meet the needs of students, teachers and GCA's success overall. Our poverty rate has continued to increase over the years. GCA continues to receive feedback from teachers regarding salaries and workload.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>GCA students' performance on state standardized tests show that between 50-80% of 3rd-12th grade students on EOG/EOC tested subjects are performing below the grade level standard (resource: preliminary EOG/EOC data). The Content pass rates fall below 77% for 3rd- 12th grade students. On average, less than 63% of K-12 students passed any of the three Interim Assessments administrations this year.</p>

## IDEA - Special Education

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

Strengths	<p>GCA has a very thorough Individualized Education Programs (IEPs.) Our IEPs are held to the highest standard. We have implemented a comprehensive monitoring system to audit our IEPs and student records. Resources have been provided to ensure that the proper team members are present at IEP team meetings. We maintain monitoring of timeliness and budget due dates. Psychologist-facilitated eligibility meetings have improved consistency. Adequate training is provided to Special Education staff members to ensure they know what is expected to ensure IEPs are compliant. Further, targeted support is being provided within the grade bands. The Special Education team provides one on one technical assistance to teachers and admin as needed. GCA's Special Education department does the work to ensure it is compliant with State and Federal Regulations. As our team has grown to include compliance administrators, in-house SLPs, and in-house school psychologists, we are better situated to serve the needs of our special education population. We have increased collaboration between our school psychologists and SLPs.</p>
Challenges	<p>Some IEP meetings have no teacher of record and use someone who is not familiar with the student to hold the meeting. The use of the student data collection form is not being completed with fidelity and consistently, which was meant to bridge the gap. Progress monitoring is not being completed with fidelity or consistently across the grade bands. The current requirement is too low and should at least be updated weekly. The department could use the assistance of Special Education Paraprofessionals to assist and support students and teachers in class with implementing student IEPs. Additional transition coordinators are needed to support compliance with transition plans. Currently, case managers shoulder this load, but it is not successful with this model. Class sizes continue to be large in number, causing a need for more teachers and burn out amongst the current teachers. Meeting timeliness for intakes and understanding the eligibility/reevaluation timeliness and process continue to be areas of weakness. Further, additional support for SE teachers from SE admin is needed.</p>



## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Title I has provided Georgia Cyber Academy (GCA) with the opportunity to directly support our families through the Family Engagement Liaison (FEL) role. The parents' feedback on the FEL program is extremely positive and parents report successful outcomes when reaching out to GCA using the FEL program. Through donations of school supplies, we have been able to ship supplies to students whose parents make the need known.
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Challenges	Some parents are disengaged in their student's schooling and therefore are not aware the students have failing grades or multiple absences. Reliable internet connectivity continues to be a concern for many disadvantaged families and those in rural areas.
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### Title I, Part A - Foster Care

Strengths	Our Transitional Student Liaison Foster Point of Contact is incredibly knowledgeable in working with students in Foster care as well as collaborating with Department of Family and Child Services. We are able to provide foster students with technology equipment, internet, and a consistent schooling environment no matter where they move within the state of Georgia. GCA prevents them from having to start over if they move from one foster home to the next. We have an entire team that supports, evaluates and helps these students thrive in spite of their unforeseen circumstances.
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Challenges	It is not always shared with the foster care liaison when a student is in foster care. There are many times teams members have been working with these students but did not know there was even a foster care liaison or unit. Some students go under the radar the entire year due to the information not reaching the correct team members. It would also be helpful when a student is identified as foster care their case manager and foster parents are added to IC. As well as updating who we can no longer share information about the student with.
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	The Family School Partnership Coordinators provide valuable and timely information to parents regularly in a language that is understandable. The increase in Spanish-speaking and literate staff members across departments have engaged our Spanish Limited English Proficient families in a way that we've never seen. Parents are grateful for the Parent Meetings in both English and Spanish as they are informative and give the parents a place to connect, ask questions, and provide feedback. Our school website continues to be a valuable information tool for staff, families, and the community. The entire team intentionally collaborates and facilitates sessions to prepare families for success.
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Challenges	Learning Coaches are not aware of the resources that we already have. We do not require all families to attend Strong Start, Stay Strong, and Parent Meetings, where we provide information on the different resources we have in-house. Staff are not always aware of student issues that affect the Whole Child. This could be resolved with more intentional Infinite Campus training.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	GCA ensures the Migrant Student's Education needs are being met during the duration of the school year. We make sure to assist with the enrollment process and translation services is also provided for our Spanish Speaking Family. Our Migrant family is provided with Resources to meet their needs. TSL makes monthly contact with the Migrant Family and helps them become familiarized and comfortable with a Virtual School setting environment, and ensures the family knows how to navigate the system. The goal for GCA is to see to it that our Migrant Students reach challenging academic standards and become successful during their time of attendance.
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	Every School Year Georgia Cyber Academy provides names of our students to the Migrant Educational Program to identify Migrants students. The challenges that GCA faces are the lack of communication and collaboration. GCA does not want any Migrant Student to be left behind.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	N/A We do not have Neglected and Delinquent children.
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Challenges	N/A We do not have Neglected and Delinquent children.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	100% transfer of FY24 Title II, Part A funds.
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Challenges	100% transfer of FY24 Title II, Part A funds.
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Language Instruction for English Learners and Immigrant Students

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

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

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>The GCA ESOL department continues to maintain a supportive staff that is dedicated to the needs of the students. Our ESOL teachers provide resources and advocate for our students. Our teachers pushed in to at least one grade at every grade band this year, and we saw an increase in ELA pass rates as a result. We also provided Google Read &amp; Write for our students with the read aloud accommodation, and this gave the students access to universal tools as well as easy word to word translations. We continued to provide ELA novels for our students and in classrooms where they were implemented with fidelity, the students were engaged and this contributed to higher ELA pass rates. The leadership at GCA were trained on the new WIDA standards as phase 2 of the district roll-out plan. These leaders were able to come together at the end of the year and provide feedback on what elements of the new standards they would like to introduce to the teachers next year. The training provided gave them an understanding of the standards as well as how they can be best applied in each content. Ellevation continues to be an excellent resource for the district to house data and documents for our ELs.</p>
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Challenges	<p>Currently, our ESOL teachers are stretched thin at the Middle and secondary grade bands. Another teacher to help reduce the load on our current teachers is necessary. Also, while the ELA pass rates increased at each level where push-in was the model, the students at primary and elementary did not perform as well on the ACCESS test as in years past. The data shows that in grades 2-4 where we maintained a separate ESOL class, the students showed overwhelmingly higher growth towards English proficiency. Also, we saw an increase in ESOL newcomers this year and do not have a program to support students at this low level. A program that offers an additional level of support such as Rosetta Stone is needed for these students as well as time in their day to engage in the program. Lastly, the last phase of the WIDA standards roll-out is scheduled for next year and resources for teachers should be provided so they can implement the new standards with fidelity.</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	<p>The Transitional Student Liaisons continue to be a great asset to GCA and the students that they serve. They collaborate across departments to advocate for and support our displaced, foster, migrant, and unaccompanied youth. Through the MKV Grant, we were able to provide all our MKV students with their entire school supply list, duffle bags, expedited technology, and courier services as requested. These students received jackets to keep them warm. Nutritional needs were met with Dollar General gift cards that were provided to all our MKV students. Our program has continued to grow over the year. Our families have been connected to resources through our monthly resource newsletter that outlines different resources in the community such as housing, health services, and food banks. This newsletter has also been helpful in communicating to our families changes in such things as their Medicaid coverage and keeping them up to date about important events/deadlines going on at GCA. Our partnerships with Empty Stocking Fund, local libraries, and Publix have also been supportive in meeting the needs of displaced students. In the past it was difficult for our families to have their addresses updated in our Infinite Campus database. This year we have been able to streamline the change of address procedures to better meet the needs of our displaced population by working with the enrollment department. Our families are now able to simply communicate a change in their address to their TSL and they are then able to complete a form and submit this to enrollment to update the address without the need for a POR . The Georgia Department of Education is providing funding as a part of CARES/ESSER/ARP-HCY and in part we have been able to provide at no charge our students access to credit recovery through a partnership with Georgia Virtual School and mental health coaching services are provided to students experiencing homelessness by Jetdoc.</p>
Challenges	<p>This past year GCA has seen an increase in their displaced student population, and as a result this has caused very high caseloads for the Transitional Student Liaison's. Currently there are 445 displaced students and only 3 TSL's. The need for another TSL might need to be assessed. One of our greatest needs that continues is that of temporary and emergency housing for our displaced families. As we have students across the entire state of Georgia, we need to work to create a large network of partnerships with hotels, motels, and extended stays. Food and transportation to get food continues to be a challenge that we are devoted to working through. It was also shared that teachers would like to know when they have a student that has been flagged as MKV. They feel it would help them with understanding why certain students are having more issues than others.</p>

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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### Title I, Part A - Equitable Access to Effective Educators

Strengths	New teachers are spread across the grade levels and content areas. Georgia Cyber Academy (GCA) works to provide a robust onboarding process for new teachers to ensure success in a virtual environment. The mentorship program will continue for new teachers.
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Challenges	Teacher retention has been a challenge. As teachers leave, the remaining teachers have to pick up additional student case loads and students move in and out of teacher rosters as their new teachers get trained. Student class sizes become so low and classes are not collapsed therefore keeping staff in place that could be better used in places that need additional teachers.
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### Title V, Part B - Rural Education

Strengths	Rural Education is not applicable for Georgia Cyber Academy
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Challenges	Rural Education is not applicable for Georgia Cyber Academy
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student achievement in all content areas, across all grade levels, and all subgroups.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

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

Additional Considerations	
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## Overarching Need # 3

Overarching Need	Improve staff and teacher effectiveness through intentional and aligned professional development, improved communication, and increase the overall climate rating.
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	
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## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 3.3 Root Cause Analysis

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

Overarching Need - Improve student achievement in all content areas, across all grade levels, and all subgroups.

## Root Cause # 1

Root Causes to be Addressed	Students need physical materials (books, workbooks, supplies, & visuals) in hand that are similar to brick and mortar classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	With the new Math standards, physical math materials may be provided to students. New K-5 students will continue to receive an ELA and Math manipulative kit to use throughout their elementary years. Continue to encourage students to utilize their local libraries for instructional and leisure reading materials. Also, the local libraries have hot-spots and free wifi services for students that are temporarily without internet. Many libraries loan Chromebooks that can support our students while they are waiting for replacement computers. Library partnerships will allow for GCA students to check out materials using their GCA Student ID to remove barriers of obtaining a traditional library card. Local libraries have resources for English classes, resume support, literacy courses, clubs, printing services, and so much more that can support our low income families.
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## Root Cause # 2

Root Causes to be Addressed	Students and families need more events for students to connect personally with other students whether it's face to face opportunities or after school clubs.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	They are in need of more opportunities to connect peer-to-peer whether it's in a virtual club or an in-person event. We can leverage our library partnerships to create biweekly, in-person clubs.
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## Root Cause # 3

Root Causes to be Addressed	Over 50% of ELs are scoring developing and lower and are in need of intensive language instruction and resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	Provide physical novels to ESOL students to support them in their ELA course. Provide additional resources to support the language development of newcomers and other students in need of a supplement to language instruction. The new WIDA standards rollout will require teachers of ELs to align their content teaching with supporting the growth of EL's English Proficiency.
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## Root Cause # 4

Root Causes to be Addressed	Increase efforts to engage and communicate with Limited English Proficient parents and Learning Coaches.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children

## Root Cause # 4

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	Hire bilingual and biliterate staff across all departments, including teachers.
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## Root Cause # 5

Root Causes to be Addressed	Teachers require notification of displaced students being added to their class to provide support and assistance as needed.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	Teachers can be made aware upon MKV, Foster, Migrant, or Unaccompanied eligibility and provided strategies to support those students in the classroom. Students will be provided school supplies and spirit apparel to be camera and class ready each day.
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Overarching Need - Improve graduation rates.

## Root Cause # 1

Root Causes to be Addressed	When students withdraw from GCA and do not communicate which school they are going hurts graduation rates.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	We need more accurate enrollment tracking of students that withdraw from GCA. We need to increase the completion rate of the DocuSign when students are
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## Root Cause # 1

Additional Responses	withdrawn for being truant to identify which school they will be transferring to.
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## Root Cause # 2

Root Causes to be Addressed	Limitations of schedule accessibility restrict the number of credits for which students could be scheduled with additional support services.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	The awareness of college and career programs need to be built before students get to the secondary grades.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Continue to add awareness to College and Career programming and post-secondary awareness and preparation opportunities K-12.
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Overarching Need - Improve staff and teacher effectiveness through intentional and aligned professional development, improved communication, and increase the overall climate rating.

## Root Cause # 1

Root Causes to be Addressed	GCA staff need intentional and strategic training to better support the diverse learners in our classrooms.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	WIDA standards roll-out, Professional Learning Tracks, McKinney-Vento.org training
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## Root Cause # 2

Root Causes to be Addressed	New and existing staff are struggling with strategies to engage students in a virtual environment.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Continue Mentorship program and Content chairs, PD tracks
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## Root Cause # 3

Root Causes to be Addressed	Staff want more autonomy, a part of decision making process, and transparent communication.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 3

Impacted Programs	School and District Effectiveness
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Additional Responses	
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# District Improvement Plan 2023 - 2024



Georgia Cyber Academy



## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Georgia Cyber Academy
Team Lead	Lucretia Nolan
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:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below) Georgia Cyber Academy is given its poverty number by the Department of Education through a charter school calculation.

## DISTRICT IMPROVEMENT PLAN

## 2 ED - Flex Waiver

Do you need a waiver? Yes

Flex Waiver # 1 - LocalProgrammaticWaiver

A. A waiver is requested of an ESSA statutory or regulatory requirement applicable to the following program(s) (Please select all that apply):

<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input type="checkbox"/>	Title I, Part D
<input type="checkbox"/>	Title II, Part A
<input type="checkbox"/>	Title IV, Part A

B. Define the specific statutory or regulatory requirement to be waived.

15% carryover cap

C. If waived, what will be done that is different from what is currently required under the statute or regulation cited? Note: The LEA response must include a statement/evidence that the underlying purposes of the statutory requirements will continue to be met.

GCA will be doing traditional funding in FY24.

D. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)

Future draws will be 100%.

## Flex Waiver # 1 - LocalProgrammaticWaiver

E. How was public notice made regarding this waiver? (Please select all that apply)	
<input checked="checked" type="checkbox"/>	LEA Website
<input type="checkbox"/>	LEA/School Newsletter
<input type="checkbox"/>	Newspaper
<input type="checkbox"/>	Other (Please specify)

Please provide any comments received as a result of the public notice here:	None at this time.
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in all content areas, across all grade levels, and all subgroups.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Over 50% of ELs are scoring developing and lower and are in need of intensive language instruction and resources.
Root Cause # 2	Increase efforts to engage and communicate with Limited English Proficient parents and Learning Coaches.
Root Cause # 3	Students and families need more events for students to connect personally with other students whether it's face to face opportunities or after school clubs.
Root Cause # 4	Students need physical materials (books, workbooks, supplies, & visuals) in hand that are similar to brick and mortar classrooms.
Root Cause # 5	Teachers require notification of displaced students being added to their class to provide support and assistance as needed.
Goal	Improve student performance in all subject areas by 3% measured by Georgia Milestones and/or summative assessments by the end of the school year.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11

## Equity Gap

Grade Level Span(s)	12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

## Action Step # 1

Action Step	Continue the Family Engagement Liaison (FEL) role to monitor and support families and student achievement and success. Continue staffing bilingual Spanish FELs to support our Spanish LEP parents. The Family Engagement Liaisons will prioritize contacts to families and work closely with the most at-risk families by identifying them as green, yellow, and red.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students rostered as Red, Yellow, and Green based on the number of classes they are passing and days of attendance.
Method for Monitoring Effectiveness	95% successful orientations for new families. Compared to BOY SY24, a 5% increase of students in the green (41%) and yellow (36%) categories.
Position/Role Responsible	Family Engagement Team Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly
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## Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Toolkit of Resources for Engaging Families and Community as Partners in Education: <a href="https://ies.ed.gov/ncee/rel/Products/Region/pacific/Publication/3767">https://ies.ed.gov/ncee/rel/Products/Region/pacific/Publication/3767</a> Increasing Family Engagement in Distance Learning Classrooms: <a href="https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog36_increasing-family-engagement-in-distance-learning-classrooms.asp">https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog36_increasing-family-engagement-in-distance-learning-classrooms.asp</a>
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## Action Step # 2

Action Step	Continue building partnerships with local brick and mortar libraries. The partnerships allow GCA students to use the school student ID number as the library account number without having to provide otherwise necessary information to the library for a traditional account. These partnerships and our communication to encourage students to utilize the resources of their local libraries will increase access to physical books. Additionally, students can participate in library events and clubs to increase social interaction with peers in their community. The digital library, SORA, will continue to provide students with on-demand leisure and academic reading. Teaching Books Online will supplement reading activities for classroom teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student usage data provided from Local Libraries, SORA data pulled for books borrowed
Method for Monitoring Effectiveness	Increase K-5 reading RIT scores by 3%.

## Action Step # 2

Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Sequoyah Regional Library Cobb County Library System Forsyth County Public Library System Fulton County Library System Gwinnett County Library System DeKalb County Library System <a href="https://drive.google.com/file/d/18SuxjsWwnwiV3sJ1dL1vGB0eeOOKatNV/view">https://drive.google.com/file/d/18SuxjsWwnwiV3sJ1dL1vGB0eeOOKatNV/view</a>
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## Action Step # 3

Action Step	Build stakeholder awareness of the tutoring options at GCA. Tutoring services will continue to be an available resource for all students needing additional academic support during after-school hours. TutorMe is available to all students K-12, 24 hours a day, 7 days per week. For internal tutoring services, Family Engagement Liaison roles will continue to function as Math & ELA tutors to meet specific needs. Provide in-house tutoring services to SPED students by Special Education certified staff.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority



## Action Step # 3

Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Data of Tutor Me usage reports and FEL tutoring attendance and student performance reports
Method for Monitoring Effectiveness	2% increase of Math and ELA class pass rates for students 3-12th grades compared to SY23.
Position/Role Responsible	Director of Family Engagement
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TutorMe will provide data usage reports. <a href="http://files.eric.ed.gov/fulltext/EJ1085790.pdf">http://files.eric.ed.gov/fulltext/EJ1085790.pdf</a> <a href="https://eric.ed.gov/?id=EJ1137066">https://eric.ed.gov/?id=EJ1137066</a>
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## Action Step # 4

Action Step	Continue utilizing district data personnel to analyze student achievement data to support instructional decision-making.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless

## Action Step # 4

Subgroups	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	Test Ticket Data of data requests completed.
Method for Monitoring Effectiveness	Staff satisfaction rating will be 100% on data personnel's ticket completion.
Position/Role Responsible	Accountability Assistant Director
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Using Student Achievement Data to Support Instructional Decision Making: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/12">https://ies.ed.gov/ncee/wwc/PracticeGuide/12</a>
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## Action Step # 5

Action Step	Continue utilizing Family School Partnership Coordinators for each grade band, Special Programs, and Service and Leadership.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Fully staffed positions
Method for Monitoring Effectiveness	Feedback from families on support surveys.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>WIDA:  <a href="https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf">https://wida.wisc.edu/sites/default/files/resource/ABCs-Family-Engagement.pdf</a>            Family Engagement Toolkit;  <a href="https://ies.ed.gov/ncee/rel/Products/Region/pacific/Publication/3767">https://ies.ed.gov/ncee/rel/Products/Region/pacific/Publication/3767</a></p> <p>Using Text Message Initiatives  <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/events/2022/webinar-051922.aspx">https://ies.ed.gov/ncee/edlabs/regions/southwest/events/2022/webinar-051922.aspx</a>            Only one FSPC is paid for using Title I Set aside funds.</p>
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## Action Step # 6

Action Step	Continue staffing Transitional Student Liaisons who are dedicated to supporting displaced, foster, and migrant students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Fully staffed positions
Method for Monitoring Effectiveness	95% positive feedback on perception surveys
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	On Going communication with local health departments to support vaccination record and Form 3300 completion. The United Way continues to support student and family needs. Ongoing communication with local Department of Family and Children Services. We are apart of the Migrant Consortium.
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## Action Step # 7

Action Step	<p>Remove barriers for displaced, foster, and migrant students by providing; expedited shipment of technology/Courier services, shipping, postage, cap and gown, and hygiene and school supply kits.</p> <p>Supply kits include: Activity Kit, Craft Sheets (Foam), Flash Cards - Alphabet, Flash Cards - Numbers, Kindergarten Activity Book, Learn to Letter Pad, Memory / Matching Game, Pencils - Chunky First, Toothbrushes (Kids 12 Pk.), Watercolor Paints, 3D Ruler Bookmarks, Books - Scholastic Pack, Deluxe Craft Set, Erasers - 12 Pk, Flash Cards - Addition, Flash Cards - Subtraction, Foam Map, Paint N Brush</p> <p>Paintbrushes - 9 Pk., PlayDoh - 4 Pk., Putty, Shapes Game, UNO, Art Set (Canvas w/Paint), Binder (4" w/Zipper), Crayons - 64 Pk.</p> <p>Maps (US &amp; World), Markers - Washable, Puzzle / Activity Book, Scissors - Kids Safety, Tape (Clear), Acrylic Paint in Pots</p> <p>Art Set (Canvas &amp; Paint), Batteries - AA, Binder (1"), Binder Clips, Body Lotion, Body Wash, Brush / Pick, Colored Pencils, Composition Books (College Ruled), Composition Books (Wide Ruled), Construction Paper, Copy Paper, D/E Board, D/E Markers, Deoderant (2 Pk.)</p> <p>Disinfectant Wipes, EarBuds, Erasers - 12 Pk., Face Cleanser (full size), Glue Sticks (2), Graph Paper, Highlighters, Hole Punch, Index Cards, Lip Care, Liquid Glue, Loofah, Manicure Set, Markers - Permanent 8 Pk., Mechanical Pencils, Misc. Writing Utencils in Bag</p> <p>Nail Clippers (B) / Files (G), Pads (Girls Only), Paintbrushes - EZ, Paper - CR Loose Leaf ,Paper - WR Loose Leaf, Pencil Sharpener (B/O), Pencil Sharpener (manual), Pencils - #2, Pens - Black / Blue, Pens - Red, Planner, Pocket Folders, Razors, Ruler &amp; Protractor</p> <p>Scissors - Full Size, Shampoo, Shave Gel, Soap, Spiral Notebook - 1 Subject, Spiral Notebook - 5 Subject, Fidget Toy, Stapler &amp; Staples, Sticky Notes, Subject Dividers, Suitcase / Duffel Bag, Tape, Tissues, Toiletry / Cosmetic Bag, Toothpaste, Water Bottle</p>
Funding Sources	McKinney-Vento
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>Migrant</p>
Systems	<p>Coherent Instruction</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	Evidence students received hot spots and school supplies
Method for Monitoring Effectiveness	Improve displaced attendance by 5% for students missing over 6 days of class compared to SY23.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 7

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Southeastern Computer Associates will support technology needs including hot spots and laptops. Students will be provided T-Mobile hot spots as the need arises.</p> <p>Empty Stocking Fund, a local non-profit, will provide low cost, high quality supplies and hygiene kits. ESF will ship the majority of supplies from their local warehouse.</p>
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## Action Step # 8

Action Step	Provide STEAM software (Gizmos-Online Science simulation) to support STEAM in the classroom to improve science scores.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Evidence of students rostered
Method for Monitoring Effectiveness	2% increase of science class pass rates for students 3-12th grades compared to SY23.
Position/Role Responsible	Science Curriculum Coordinator; CIA Assistant Director; CIA Director
Evidence Based Indicator	Strong

## Action Step # 8

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://drive.google.com/drive/folders/1DRxZuF-iyKZ_-HLHWORXIYJkAr6hK0hD">https://drive.google.com/drive/folders/1DRxZuF-iyKZ_-HLHWORXIYJkAr6hK0hD</a>
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## Action Step # 9

Action Step	Continue providing instructional supplies to students; Math manipulatives, paper, whiteboards & markers, flashcards, and magnetic alphabet letters.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Proof of Shipment
Method for Monitoring Effectiveness	2% increase in ELA & Math IA scores compared to SY23.
Position/Role Responsible	Math and ELA Curriculum Coordinator; CIA Assistant Director; CIA Director
Evidence Based Indicator	Demonstrate a Rationale



## Action Step # 9

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The effects of math manipulatives on student achievement in math: <a href="https://ies.ed.gov/ncee/wwc/Study/73684">https://ies.ed.gov/ncee/wwc/Study/73684</a> Items were previously purchased with CARES funding. Shipping costs will be funded through general funds. All but the paper was previously purchased with CARES funding.
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## Action Step # 10

Action Step	Hire additional MTSS staff and Behavior Intervention Specialists, as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Fully staffed positions
Method for Monitoring Effectiveness	Decrease the percentage of Tier 2 and Tier 3 students scoring 2 + grade levels below as measured by BOY to EOY performance on the iReady Diagnostic.
Position/Role Responsible	Instructional Support Services Assistant Director
Evidence Based Indicator	Promising

## Action Step # 10

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/3">https://ies.ed.gov/ncee/wwc/PracticeGuide/3</a>
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## Action Step # 11

Action Step	Continue staffing in-house speech and language services to increase the quality of evaluation reports and services, while reducing the amount of externally contracted services. Increase in-house related service providers. In-house services will increase the amount of attended related-service sessions.
Funding Sources	IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Planning discussion notes of in-house related services
Method for Monitoring Effectiveness	Increase the number of attended related service-sessions by students across the district. Increase the timeline and accuracy for psychological evaluations for initials & re-determinations.

## Action Step # 11

Position/Role Responsible	Special Education Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Contract Evaluation Error rate for SY23:</p> <p>Rate of Error by Contracted Psychs:</p> <p>Number of reports with errors: 135</p> <p>Total number of contracted evals: 473</p> <p>Rate of Errors: 135/473 (29%) of contracted evals were sent back due to errors</p> <p>Appx. 14 hours per week spent by PSCC fixing errors from our contracted psych team (Thorough review of each submitted on contracted evaluations)</p> <p>Rate by Error Type:</p> <p>30/135 (22%) clerical revisions (or missing/incorrect information/scores)</p> <p>55/135 (41%) requested additional testing by contractors due to areas of concern not addressed (e.g.sensory processing checked on RDR but no measures administered; ADHD dx but no measures administered)</p> <p>50/135 (37%) requested additional addendum by GCA psych to supplement psych eval completed by contractors</p>
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## Action Step # 12

Action Step	Recruit and hire bilingual and biliterate Spanish staff to support the growing Spanish-speaking Limited English Populations across all departments.
Funding Sources	N/A
Subgroups	English Learners Migrant Race / Ethnicity / Minority

## Action Step # 12

Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Full Time Postitions
Method for Monitoring Effectiveness	Increasing engagement of LEP parents to required meetings, and a decrease of Truancies by students of LEP parents.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	General Funds are used for these positions.
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## Action Step # 13

Action Step	GCA will provide a variety of after-school clubs, including yearbook, based on student interest to increase positive student behavior and decrease minor and major behavioral offenses.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster

## Action Step # 13

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Increased number of clubs being offered and an increase in students participating in after school clubs
Method for Monitoring Effectiveness	Decrease in major and minor behavioral offenses.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Clubs stipends are paid through general funds. <a href="https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Beyond_the_Virtual_Classroom.pdf">https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Beyond_the_Virtual_Classroom.pdf</a> <a href="https://www.proquest.com/docview/214192698/fulltextPDF/83276C41C98A4A29PQ/1?accountid=159965">https://www.proquest.com/docview/214192698/fulltextPDF/83276C41C98A4A29PQ/1?accountid=159965</a> <a href="https://ies.ed.gov/ncee/rel/Products/Resource/30231">https://ies.ed.gov/ncee/rel/Products/Resource/30231</a> <a href="https://eric.ed.gov/?id=ED423207">https://eric.ed.gov/?id=ED423207</a>
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## Action Step # 14

Action Step	Create opportunities for Secondary Grade Band students to safely collaborate virtually. Implement a plan to create an environment in which students have the ability to collaborate within Google For Education products. This will require opt-in by parents.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Opt-In responses
Method for Monitoring Effectiveness	Collaborative projects completed by SG students.
Position/Role Responsible	Technology Assistant Director
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Google software platforms
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## Action Step # 15

Action Step	Continue to utilize Classcraft to create a positive approach to behavior inspiring educators and motivating learners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	All teachers will use Classcraft as part of the PBIS program acknowledgement system. Principals and Assistant Principals will lead the gradeband implementation with support from the PBIS Coordinator. Progress will be monitored through the Classcraft district dashboard.
Method for Monitoring Effectiveness	Increase student and teacher usage. With Classcraft district dashboard improvements, we will be able to pull data monthly to share in the Discipline and PBIS meetings.
Position/Role Responsible	PBIS Coordinator
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## Action Step # 15

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

## Action Step # 16

Action Step	Transitional Student Liaisons will inform content teachers when a student is identified as displaced and will provide support for the special needs of the student.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Migrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Emails sent notifying teachers of displaced, migrant, foster, and unaccompanied youth eligibility.
Method for Monitoring Effectiveness	Improve displaced attendance by 5% for students missing over 6 days of class compared to SY23.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	NA

Timeline for Implementation      Yearly



## Action Step # 16

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 17

Action Step	Build in Enhanced Learning Days (ELD) to focus on small group and individual instruction by content teachers based on specific strengths and weaknesses of students.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	"- School calendar - Non-negotiable document for stakeholders - Communication from principals - Recordings from classes"
Method for Monitoring Effectiveness	Increase in student IA pass rate performance from BOY to EOY
Position/Role Responsible	Grade Band Principals
Evidence Based Indicator	NA

## Action Step # 17

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 18

Action Step	Provide supports for English Learners that need intensive language learning supports through additional resources. Finish Line 2.0 for ELLs - ACCESS Prep, Finish Line Newcomers - for newcomers, and Finish Line TEAMS - for academic language (1st-12th) and Little Sponges for Kindergarten.
Funding Sources	Title III Part A EL
Subgroups	English Learners
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	ESOL teachers will incorporate the four programs into their scheduled ESOL classes. Implementation will be monitored through supplemental resource reporting on the ESOL pathway plans.
Method for Monitoring Effectiveness	Increase of ELP scores and pass rates for the students given the support.
Position/Role Responsible	ESOL Services Supervisor
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 18

Timeline for Implementation	Yearly
Does this action step support the selected equity intervention?	Yes
What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Evidence</p> <ul style="list-style-type: none"> <li>• <a href="https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2-Team_Toolkits.pdf">https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2-Team_Toolkits.pdf</a></li> <li>• <a href="https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2_FL_Correlation.pdf">https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2_FL_Correlation.pdf</a></li> <li>• <a href="https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2_Ready_Set_Go_Newcomers.pdf">https://www.continentalpress.com/wp-content/uploads/WIDA_PRIME_V2_Ready_Set_Go_Newcomers.pdf</a></li> </ul>

## Action Step # 19

Action Step	Provide ongoing training and resources as it pertains to special education and general education teachers/administrators working together.
Funding Sources	N/A
Subgroups	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant</p>
Systems	<p>Coherent Instruction Effective Leadership Professional Capacity</p>

## Action Step # 19

Systems	Supportive Learning Environment
Method for Monitoring Implementation	"- Professional development agendas, recordings, and meeting minutes - Professional learning communities agendas, recordings, and meeting minutes - Documentation from any other collaborative sessions between gen ed and sped teachers"
Method for Monitoring Effectiveness	Increase in teacher effectiveness in co-taught classrooms as measured by class observation data; increase in engagement as measured by classroom observations and teacher/support staff feedback
Position/Role Responsible	Grade Band Principals
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 20

## Action Step # 20

Action Step	Work with the FSPC for Special Programs to find and use innovative ways to increase engagement among SE parents.
Funding Sources	N/A
Subgroups	Student with Disabilities
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Newsletters sent to SE parents from FSPC of Special Programs
Method for Monitoring Effectiveness	A 5% increase in SE parents attendance to parent meetings from August 2023 to May 2024.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## Action Step # 21

Action Step	Provide the Heggerty for Dyslexia to students being served by the Dyslexia Intervention Specialist.
Funding Sources	Title I, Part A
Subgroups	Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Dyslexia Intervention Specialists will provide targeted instruction to students identified as being at risk for Dyslexia using the Heggerty Program. Dyslexia Intervention Specialists will meet with students in a one on one or small group setting weekly.
Method for Monitoring Effectiveness	The Primary Grade Band MTSS Coordinator and MTSS Supervisor will closely monitor the implementation by reviewing lesson plans, observing intervention sessions, and monitoring the progress of students receiving Dyslexia intervention. Efficacy can be measured by tracking the progression of students throughout the Tiers (Tier 3 to Tier 2, Tier 3 to Evaluation, etc.).
Position/Role Responsible	MTSS Supervisor
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Research behind Heggerty Interventions and Early Phonics Intervention:</p> <ul style="list-style-type: none"> <li>National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000</li> </ul>
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## Action Step # 22

Action Step	Consistent meetings of the School Improvement Team to analyze and monitor the effectiveness of interventions; evaluate the progress of goals; and provide ongoing communication to GCA stakeholders.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agendas and meetings minutes
Method for Monitoring Effectiveness	The SIT feedback surveys will show 95% approval of the process.
Position/Role Responsible	Accreditation and School Improvement Coordinator
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## Action Step # 23

Action Step	Provide Nearpod Social Emotional Learning for K-12 students. This facilitates student development of SEL competencies, featuring resources from Common Sense Education.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Student engagement and understanding of curriculum material as identified by post-session reports
Method for Monitoring Effectiveness	75% of K-5 grade students will be able to identify and define one character education word and how to best apply it to everyday life
Position/Role Responsible	Counseling & Student Support Services Assistant Director
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://drive.google.com/file/d/13S9653rDfLyQs7so6_HlkyRgXo0mj8Rh/view">https://drive.google.com/file/d/13S9653rDfLyQs7so6_HlkyRgXo0mj8Rh/view</a>
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## Action Step # 24

Action Step	Remove barriers for MKV students to attend online school by providing a hotspot for reliable internet. We will provide transportation to in-person academic testing and medical appointments through the ride-share platform, UBER.
Funding Sources	Title I, Part A
Subgroups	Homeless
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	UBER Receipts
Method for Monitoring Effectiveness	90% of displaced students will attend in-person, state-required testing.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Uber for Business account will be used. Southeastern Computer Associates will support with the hot spots.
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## Action Step # 25

Action Step	ESOL Supplemental instructional resources; The OneStop Teacher Shop Spiral Review will be incorporated into weekly small group sessions with the kindergarten and first grade students throughout the school year. Explicit vocabulary cartoons will be incorporated in class discussions with second and third grade ESOL students
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	Pathway Implementation plans
Method for Monitoring Effectiveness	There will be a 10% increase of Kindergarten and First grade EL students performing on or above grade level by the end of SY24 as measured by the MAP Reading assessment.
Position/Role Responsible	ESOL Services Supervisor
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Logic Model: Evidence: <a href="https://eric.ed.gov/?id=ED505660">https://eric.ed.gov/?id=ED505660</a>
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## Action Step # 26

Action Step	As a part of the PBIS initiative, teachers will mail post cards and note cards to students to encourage and recognize their efforts. Postcards, note cards, postage, envelopes, labels will be needed.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teachers will log their progress in the contact log for monthly data collection.
Method for Monitoring Effectiveness	Increase the amount of postcards sent to students by 8% from SY2223.
Position/Role Responsible	PBIS Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Students are motivated by receiving positive acknowledgements. The purpose of an acknowledgement system is to prompt staff to respond positively when a student engages in the behavioral expectations. Reinforcing students' appropriate behavior increases the likelihood that it will happen again, and it allows staff to connect with more students. Acknowledgement systems are a structured way to use behavior-specific praise to help students understand exactly what they did that was appropriate. Possible Sources: <a href="https://www.pbis.org/pbis/why-implement-pbis">https://www.pbis.org/pbis/why-implement-pbis</a> <a href="https://www.pbisworld.com/tier-1/">https://www.pbisworld.com/tier-1/</a>
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## Action Step # 26

	<a href="https://vkc.vumc.org/assets/files/resources/tbsp-acknowledgementsystemtips.pdf">https://vkc.vumc.org/assets/files/resources/tbsp-acknowledgementsystemtips.pdf</a>
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## Action Step # 27

Action Step	MTSS Resources; Fact Fluency Kits, HD Word Online, Phonics Flip Charts
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson plan, class recording, or student worksample
Method for Monitoring Effectiveness	Progress for all students will be monitored through the following: Weekly data points as collected by i-Ready and Intervention Specialists Growth on the EOY i-Ready Diagnostic ELA and Math Credits Earned for 9th-12th Grade MTSS Students
Position/Role Responsible	MTSS Supervisor
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

## Action Step # 27

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)?	Research behind Building Fact Fluency Kits: Selecting Effective Interventions to Increase Math Computation Fluency via Brief Experimental Analyses.
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## Action Step # 28

Action Step	Signs of Suicide Prevention Program
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Attendance Data pulled from CLASS, Mindset & Behavior data
Method for Monitoring Effectiveness	At the conclusion of the SOS training, at least 90% of GCA student participants will be able to identify the signs of suicide and identify an effective prevention/intervention response
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

## Action Step # 28

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://pubmed.ncbi.nlm.nih.gov/26314868/">https://pubmed.ncbi.nlm.nih.gov/26314868/</a> <a href="https://pubmed.ncbi.nlm.nih.gov/17640366/">https://pubmed.ncbi.nlm.nih.gov/17640366/</a>
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## Action Step # 29

Action Step	Primary teachers that choose to incorporate puppets in their live classes will have 3% higher pass rates than primary teachers that do not use the puppets at the end of SY24.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Supplemental Materials request survey, Purchase of additional puppets
Method for Monitoring Effectiveness	Primary teachers that choose to incorporate puppets in their live classes will have 3% higher pass rates than primary teachers that do not use the puppets at the end of SY24.
Position/Role Responsible	Federal Programs Manager
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 29

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Logic Model
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## Action Step # 30

Action Step	Hire additional general education staff to support the increase in enrollment.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Fully staffed positions
Method for Monitoring Effectiveness	Monitored through effective teaching practices as measured by TKES.
Position/Role Responsible	School level principals
Evidence Based Indicator	Strong

Action Step # 30

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve graduation rates.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	The awareness of college and career programs need to be built before students get to the secondary grades.
Root Cause # 2	Limitations of schedule accessibility restrict the number of credits for which students could be scheduled with additional support services.
Root Cause # 3	When students withdraw from GCA and do not communicate which school they are going hurts graduation rates.
Goal	Increase graduation rates by 5% by the end of SY24.

## Action Step # 1

Action Step	To increase the opportunity to earn required credits for graduation, the high school English Language Development teacher will continue to push-in to the 9-11th grade ELA classroom, allowing students to receive direct ESOL instruction within the ELA course and open space in their schedule for the elective courses required to graduate. The 12th-grade students will continue to receive ESOL instruction in a separate elective designed to support content class standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Class Schedule and Teacher's assigned
Method for Monitoring Effectiveness	An increase in credits received by HS ESOL students.
Position/Role Responsible	ESOL Services Supervisor
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 1

Timeline for Implementation	Others : Semester
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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)?	<a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/Transcript_-_Educator_Effectiveness_Lesson_Dev_for_English_Learners.pdf">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/Transcript_-_Educator_Effectiveness_Lesson_Dev_for_English_Learners.pdf</a>
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## Action Step # 2

Action Step	Provide opportunities for high school students to tour local colleges and universities both in person and virtually, especially for students in rural areas, where colleges are not close to their homes.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Proof of College tours with agenda, Sign in Sheets, communications between colleges and GCA.
Method for Monitoring Effectiveness	An increase in graduation rates and interest in post-secondary options.
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	Promising

## Action Step # 2

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/11">https://ies.ed.gov/ncee/wwc/PracticeGuide/11</a> Georgia colleges including Georgia Tech, Georgia State, University of Georgia, University of West Georgia, and other in state Colleges
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## Action Step # 3

Action Step	Continue providing opportunities for careers through Work Based Learning (WBL).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Evidence of students taking advantage of job shadowing or career exploration and usage of VirtualJobShadow.com. Proof of community visits for exposure to careers. Number of OSHA 10 & 30 certificates earned.
Method for Monitoring Effectiveness	Increased graduation rates year over year. Increased post-secondary enrollment.
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	Strong

## Action Step # 3

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<a href="https://drive.google.com/file/d/1uvKM04BZrvol7OSH_yadGu93wN7_4d13/view">https://drive.google.com/file/d/1uvKM04BZrvol7OSH_yadGu93wN7_4d13/view</a> Virtualjobshadow.com Acute Care veterinary Clinic 411 Vaughn Rd Augusta, GA 30907 American Eagle 2860 Cumberland Mall SE Suite 1317 Atlanta, GA 30339 Bambinelli's Family Italian Restaurant 3202 Northlake Pkwy NE Atlanta, GA 30345 Burger King 2773 Evans Mill Rd Lithonia, GA 30058 Burger King 278 Ocilla Hwy Fitzgerald, GA 31750 Canopy Studio 160-6 Tracy St Athens, GA 30601 Carter's 4400 Ashford Dunwoody Rd Ste 1060 Atlanta, GA 30346 CCS Janitorial Services, Inc Snellville United Methodist Church 2428 Main Street W Snellville, GA 30078 Chic-Fil-A 2720 GA 54 Peachtree City, GA 30269 Chick-Fil-A 300 Charlie Watts Dr Dallas, GA Chick-Fil-A 2048 Cumming Hwy Canton, GA Chick-Fil-A 3333 Buford Dr 1071 Buford, GA 30519 Chick-Fil-A 2609 Dalton Rd Albany, GA 31707 Chick-Fil-A 1202 Hwy 19 Leesburg, GA Chick-Fil-A Dwarf House 7348 Tara Blvd Jonesboro, GA 30236 Dairy Queen 4099 Jimmy Dyess Pkwy Augusta, GA 30909 Dell Tech Crew 1745 Old Phoenix Blvd College Park, GA
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## Action Step # 3

	<p> Dick's Sporting Goods  1810 Cumming Hwy Canton, GA 30115  Fabricare Cleaners  8014 Cumming Hwy Canton, GA 30115  First Baptist Church Of Washington GA  105 W Robert Toombs Ave, Washington, GA 30673  Five Below  110 Pavillion Pkwy Fayetteville, GA 30214  Hillside United Methodist Church  4474 Townlake Pkwy Woodstock, GA 30189  Honeecomb Salon  206 Roger St NE Atlanta, GA 30317  Idle Hour Country Club  251 Idle Hour Drive Macon, GA  Ipp's Pastaria  8496 Main Street Woodstock, GA 30188  Jefferson Animal Hospital  2352 US 129 Jefferson, GA 30549  Kroger  3139 Hwy 278 Covington, GA  Kroger  4815 Ridge Rd Douglasville, Ga  Kroger  730 N Main Street Cedartown, GA 30125  Little Hawaiian  809 Cedar Street Carrollton, GA 30117  Little Hawaiian  809 Cedar Street Carrollton, GA 30117  Moye Electric  100 Industrial Blvd Dublin, GA  North Georgia Equine in Motion  4655 Dahlonega Hwy, Cumming, GA 30028  North Griffin Animal Hospital  1799 North Expressway Griffin, GA 30223  O'Reilly Auto Parts  1245 Veterans Memorial Hwy Mableton, GA 30126  Peachtree Cafe  99 Jeff Davis Rd. Thomaston, GA 30286  Pine Designs  1245 Dahlonega HWY Dahlonega, GA 30533  Popeyes  1638 Hwy 138 SE Conyers, GA 30013  Port City Diner  600 East Calhoun Street Bainbridge, GA 39817  Publix  1109 S Park St #600 Carrollton, GA 30117  Publix  1109 S Park St #600 Carrollton, GA 30117  Publix  80 Seven Hills Blvd Dallas, GA 30132 </p>
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## Action Step # 3

Red Oak Lawn and Land  
 55 Red Oak Drive  
 Cleveland, GA 30528  
 Regal Cinemas  
 1135 Bankhead Hwy Carrollton, GA 30116  
 Ross  
 1825 East-West Connector Austell, GA 30106  
 Salon Disegno  
 802 Dacula Rd Ste 105 Dacula, GA 30019  
 Southern Sisters Home  
 1590 N Roberts Rd Kennesaw, GA 30144  
 Speech and Language Lounge  
 772 Maddox Drive STE 104 Ellijay, GA 30540  
 Starbucks inside Kroger  
 3150 Hwy 34 E Newnan, GA 30265  
 State Farm Agent  
 2244 Henderson Mill Rd Ste 700 Atlanta, GA 30345  
 Subway  
 710 Dacula Rd Dacula, GA 30019  
 Superica Tex Mex Resturant  
 3850 Roswell Rd Atlanta, GA  
 T&W Services  
 138 Pine Hill Rd Dublin, GA 31021  
 Taco Bell  
 225 North Main Street Ceadartown, GA  
 The Claiborne  
 461 Newnan Lakes Blvd  
 Newnan, GA 30263  
 The Cottage House  
 5702 Highway 115 E Cleveland, GA 30528  
 Van's Electric  
 1645 Chapel Rd Blue Ridge, GA 30513  
 Veracruz Mexican Restaurant  
 3216 Peach Orchard Rd. Augusta, GA 30906  
 Walmart  
 2200 Holly Springs Pkwy, Holly Springs, GA  
 Walmart  
 5935 Memorial Dr Stone Mountain, GA  
 Walmart  
 2427 Gresham Rd SE Atlanta, GA 30316  
 Winchester Family Dentistry  
 5815 Moon Rd Columbus, GA 31909  
 Zaxby's  
 1692 N Columbia St Milledgeville, GA 31061

## Action Step # 4

Action Step	Continue utilizing Xello, a college and career readiness software, to increase awareness of future possibilities and supports planning to reach student goals.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Curriculum Completion
Method for Monitoring Effectiveness	Increased graduation rates and interest in post-secondary options
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 5

Action Step	Continue utilizing Dual Enrollment Counselors to increase student participation in college courses and their commitment to graduating high school.
Funding Sources	Title I, Part A SIG
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Students participation in Dual Enrollment
Method for Monitoring Effectiveness	Students' completion credits and grades.
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	evidence: <a href="https://ies.ed.gov/ncee/wwc/InterventionReport/671">https://ies.ed.gov/ncee/wwc/InterventionReport/671</a>
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## Action Step # 6

Action Step	GCA will continue to provide the Fast Track Academy. This program creates an individualized graduation plan that provides high school students a path to quickly obtain missing credits.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Students rostered in the Fast Track Adcademy
Method for Monitoring Effectiveness	Overall graduation rate of the participants in the Fast Track Academy and the acquisition of credits earned through credit recovery and the initial credits earned through Edgenuity.
Position/Role Responsible	Assistant Director of Counseling Programs and Data
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve staff and teacher effectiveness through intentional and aligned professional development, improved communication, and increase the overall climate rating.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	New and existing staff are struggling with strategies to engage students in a virtual environment.
Root Cause # 2	GCA staff need intentional and strategic training to better support the diverse learners in our classrooms.
Root Cause # 3	Staff want more autonomy, a part of decision making process, and transparent communication.
Goal	85% of GCA staff will meet their Professional Learning Goal and will increase the overall climate rating by 5%.

## Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

## Equity Gap

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

## Action Step # 1

Action Step	Continue additional training and support for teachers to support special services, ESOL, Early Intervention, Special Education, and Gifted. Trainings may be provided through Canvas courses, PD Tracks, or PLCs. Continue to fund GACE assessments for high need areas, including content, ESOL, Gifted, advanced placement, curriculum coaching endorsement, and Special Education.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC flyers, recordings, agendas, attendance
Method for Monitoring Effectiveness	3% increase of class pass rates for subgroups (SE, ESOL, MKV, Gifted) in Math and ELA compared to SY23.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly
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## Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Book study evidence: <a href="https://eric.ed.gov/?q=book+study&amp;id=EJ1253426">https://eric.ed.gov/?q=book+study&amp;id=EJ1253426</a>
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## Action Step # 2

Action Step	Continue with the professional development team; Manager, Coordinator, and specialist, to plan, prepare, and execute high quality professional learning. Provide annual, in-person, conference-style professional development to help staff be successful in an online environment and train on new curricula and platforms purchased to better align with Georgia Performance Standards. Breakout sessions will be offered relating to individual positions and will support growth in platforms, strategies, and skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Evidence of Professional Development
Method for Monitoring Effectiveness	.95% positive feedback on perception surveys.
Position/Role Responsible	Professional Development Manager
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 2

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view">https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view</a>
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## Action Step # 3

Action Step	Provide staff training specific to the area of need identified in professional learning goals. Maintain the virtual professional learning library to store PD opportunities for staff to view asynchronously. (The Coaching Habit by Michael Bungay Stainer, math conference)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Evidence of Professional Development. Evidence of staff making progress toward and meeting their PL goals.

## Action Step # 3

Method for Monitoring Effectiveness	Decrease the percent of incomplete (14%) TKES/LKES goals and increase the percentage of staff meeting their TKES/LKES goal by 8%
Position/Role Responsible	Professional Development Manager
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view">https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view</a>
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## Action Step # 4

Action Step	New teachers will be provided mentors to assist them in learning how to engage and teach students in an online environment. Mentors will receive additional compensation for the time and effort required to support new teachers.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mentee staff will meet with mentors and complete the Canvas Modules accordingly.
Method for Monitoring Effectiveness	Increased staff retention and Mentor/mentee logs
Position/Role Responsible	Grade band principals; Grade band POC; CIA Assistant Director
Evidence Based Indicator	Promising

Timeline for Implementation Others : On Going

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)?	Evidence: <a href="https://drive.google.com/file/d/1TNy0vqpVr5WAVCIspPfGzxjCpUSvTFYu/view?usp=drive_link">https://drive.google.com/file/d/1TNy0vqpVr5WAVCIspPfGzxjCpUSvTFYu/view?usp=drive_link</a>
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## Action Step # 5

## Action Step # 5

Action Step	Continue utilizing Content Chairs to provide content support to teachers across appropriate grade bands. Content chairs will receive additional compensation for the time and effort required to support content teachers in order for them to be successful.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Content Chairs will build out or contribute to grade level content courses in Canvas depending on the grade band assigned.
Method for Monitoring Effectiveness	A 3% increase in Content pass rates compared to SY23.
Position/Role Responsible	Grade Band Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Others : On Going

Does this action step support the selected equity intervention? Yes

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



## Action Step # 6

Action Step	Staffing primary grade band paraprofessionals to support the management of breakout rooms and provide small group instruction during whole group class time.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	small group lesson plans
Method for Monitoring Effectiveness	Increase 3% of students meeting typical growth goal as measured by the iReady diagnostic.
Position/Role Responsible	Primary Grade Band Principal
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Paraprofessionals will be provided on-going training to make them most effective in supporting the teacher which in turn will improve student achievement. <a href="http://www.ecs.org/clearinghouse/68/19/6819.pdf">http://www.ecs.org/clearinghouse/68/19/6819.pdf</a>
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## Action Step # 7

Action Step	Continue the use and functionality of ELlevation which provides an organized platform to provide ELP scores to teachers in a format supporting lesson creation, accommodation, and modification strategies.
Funding Sources	N/A
Subgroups	English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance of Professional Learning
Method for Monitoring Effectiveness	100% of TPCs will be signed by teachers of English Learners
Position/Role Responsible	ESOL Services Supervisor and Federal Programs Manager
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Purchased with General Funds. ELlevation provides training WIDA Standards Training
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## Action Step # 8

Action Step	Continue focused training on ESSA and other Federal requirements for Federal Programs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Evidence of registration
Method for Monitoring Effectiveness	Cross Functional Monitoring will show GCA's compliance of Federal Grants.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GCA staff responsible for federal grants, along with staff responsible for state funds shall attend all trainings related to federal programs and financial review provided by GaDOE.
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## Action Step # 9

Action Step	GCA will continue to provide targeted leadership professional learning for designated staff.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Attendance to PD
Method for Monitoring Effectiveness	Increased perception data of effective leadership Increase of staff retention
Position/Role Responsible	Professional Learning Coordinator Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Evidence: <a href="https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link">https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link</a>
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## Action Step # 10

Action Step	Increase transparent communication with all stakeholders ensuring consistency at all levels and departments. Provide dynamic organizational charts clearly showing who is responsible for various departments with defined roles and responsibilities.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Dynamic Org Chart Collaboration between departments
Method for Monitoring Effectiveness	Increase in teacher retention & climate perception ratings
Position/Role Responsible	Director of Communication and Marketing
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<a href="https://theorgchart.com/the-importance-of-retention-rate/">https://theorgchart.com/the-importance-of-retention-rate/</a>
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## Action Step # 11

Action Step	Increase collaborative efforts between teachers and curriculum teams for better alignment of standards taught and assessed.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	- Stakeholder feedback surveys - Curriculum warehouse"
Method for Monitoring Effectiveness	PLC meeting notes, agendas and recordings
Position/Role Responsible	CIA Assistant Director; Grade band principals
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## Action Step # 12

Action Step	Build a section in the staff portal to house all department newsletters in order to increase communication and awareness between departments.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	The new staff portal will be built out
Method for Monitoring Effectiveness	The perception data of district wide communications will increase as measured by various surveys.
Position/Role Responsible	Director of Communications and Marketing
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 13

Action Step	Professional Development: Fees for In House Professional Development Track for teachers/leaders to participate in differentiated professional learning activities that are designed to increase student achievement as addressed in the District Improvement Plan and Individual Learning Plans. ()
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Attendance to training Handouts and/or powerpoint slides from training
Method for Monitoring Effectiveness	Decrease the percent of incomplete (14%) TKES/LKES goals and increase the percentage of staff meeting their TKES/LKES goal by 8%
Position/Role Responsible	Professional Development Manager
Evidence Based Indicator	Promising

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<a href="https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link">https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link</a>
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## Action Step # 14

Action Step	Create slides and communication to be used throughout the 23-24 School Year in Monday meetings, grade band and department meetings, email communications, PLCs, and PD Tracks giving information about PD requirements and funding sources.
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Slides with transparent funding information
Method for Monitoring Effectiveness	The perception data of district wide communications will increase as measured by various surveys.
Position/Role Responsible	Professional Development Manager
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

## Action Step # 15

Action Step	Use monthly GaDOE in-field reports to ensure teachers are professionally qualified. Required notices will be sent out in a timely manner.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Examples of communications to principals.
Method for Monitoring Effectiveness	Decrease in the number of 20 day letters compared to SY23. Decrease in teachers reporting out-of-field as compared to SY23.
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 16

Action Step	Create a "Did You Know" series of 15-second advertisements to run at the beginning of staff meetings to increase communication across all GCA departments.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Did you Know Survey Results Did You Know recordings
Method for Monitoring Effectiveness	The perception data of district wide communications will increase as measured by various surveys.
Position/Role Responsible	Director of Communication and Marketing
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 17

Action Step	Consolidate stakeholder feedback surveys and share results across departments to reduce duplicated questions.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	list of compiled survey questions list of dates to send communications
Method for Monitoring Effectiveness	Increased parent input compared to SY23.
Position/Role Responsible	Accreditation and Continuous Improvement Coordinator
Evidence Based Indicator	NA

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 18

Action Step	Professional Development: Back to School PD: Venue Contract to include meeting space, contracted hotel rooms, catered food for business lunches, audio visual, engineering/ops, parking. Speaker contracts for: Keynote, Signs of Suicide, Google Content and Catapult Learning. Contract for Mobile Conference App, Conference Badges and Programs. Promising.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	"Attendance to training Handouts and/or powerpoint slides from training"
Method for Monitoring Effectiveness	Decrease the percent of incomplete (14%) TKES/LKES goals and increase the percentage of staff meeting their TKES/LKES goal by 8%
Position/Role Responsible	Professional Development Manager
Evidence Based Indicator	Strong

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<a href="https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link">https://drive.google.com/file/d/1dJZuFddc0uVla8l8HtJfZghg5wVdxa76/view?usp=drive_link</a>
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## 4. REQUIRED QUESTIONS

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

## Required Questions

## Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	GCA coordinates services and supports across all federal programs through the use of federal funds. Georgia Cyber Academy (GCA) created a survey document that directly reflects the questions and requirements of the CNA and CLIP process. GCA met with our Parent Advisory Council (PAC) virtually, Student Advisory Council (SAC) virtually, invited all GCA parents, Leadership in virtual meetings, and all Staff through a virtual meeting. All attendees were given the opportunity to provide feedback based on the survey, and asked additional questions and provided feedback as needed. In supporting GCA's students through our federal funds, GCA provides direct family engagement to all families and academic supports to students (such as libraries, manipulatives, workbooks, and technology.) GCA also provides on-going, job embedded, classroom focused training for all teaching and administrative staff to support students in all subgroups.
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## Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers  (Please specifically address all three variables)	At this time, all teachers at Georgia Cyber Academy must meet GAPSC requirements. 1. Ineffective teachers are not renewed. 2. GCA works hard to ensure teachers are not teaching out-of-field. Waivers can only be approved through a board vote and the teacher has one year to complete the proper certification or will be moved back to position that she/he is certified to teach. 3. GCA works to ensure that inexperienced teachers are provided extensive new teacher training, a mentor and exceptional support through the use of content chairs, assistant principals and principals.
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## Professional Growth Systems

## Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Georgia Cyber Academy (GCA) collects extensive amounts of data, and employs data coordinators to process results and report back to the grade-band and district leadership. The data is analyzed to look for educational improvements and professional growth. GCA uses TKES/LKES for teacher, leader, and contributing professional evaluations. GCA insures that professional learning is on-going and sustained through face-to-face professional development opportunities for all staff. Additionally, GCA conducts year-round professional development through its online staff meetings and Professional learning tracks. GCA seeks professional development that is evidence-based and supports our district improvement goals. All staff receive training on evidence-based practices.
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## PQ – Intent to Waive Certification

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

## 4.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

## PQ – Waiver Recipients

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

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>A minimum of a bachelor's degree.</p>
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## State and Federally Identified Schools



State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Georgia Cyber Academy, identified as CSI, is working to improve graduations rates of students through continuing with graduation coaches and a dual enrollment program. Federal Funds will be used to provide professional development on increased graduation rates for high school teachers as required.
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Career Pathways refer to a prescribed order of courses that are intended to develop student's academic and occupational skills within a career category. Throughout the course of study, students will gain an understanding of the relationship between what they learn in school and what employers, colleges and universities expect of high school graduates wishing to enter a specific career field. Students take courses in the prescribed order within the chosen pathway to allow for maximum success as the student progresses to the upper-level courses. Students are expected to complete all prerequisites prior to enrolling in upper level courses. Prerequisites will be enforced in all courses. Courses with prerequisites should not be taken at the same time. Students may take CTAE elective courses as early as 9th grade depending on their individualized high school graduation plan. The Work-Based Learning Program is a structured experience that connects the student's career goal and classroom learning with a productive work environment. Work-Based Learning provides students with opportunities for instruction not only in academics but also in occupational skills, career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work-site application, enabling a smooth transition into the workforce and/or postsecondary education. Students must be 16 years of age, have a 2.0 GPA, as well as a chosen CTAE Pathway. Our Work-Based Learning Coordinators assist students placement in Work-Based learning opportunities.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	Georgia Cyber Academy (GCA) utilizes Behavior Intervention specialist to support the behavioral patterns of students inappropriately participating or not participating at all. Students will be placed on a behavior plan to support appropriate and continued engagement in class. Parents will be trained in the use of Securly Home applications to support their knowledge of student online behaviors.
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The Department of Special Education employs Transition Coordinators who provide training, guidance, and resources to teachers on the development, implementation, and monitoring of transition plans. The Transition Coordinators work closely with the Parent Mentor to seek out and provide training on post-secondary resources and options. Providing the tools and resources to families/students with disabilities and offering various supports and opportunities for engagement through a flexible learning environment, increases the graduation rate outcomes for students with disabilities. In collaboration with the Counseling department, students complete an Individual Graduation Plan (IGP) during their 8th grade year in anticipation of their high school transition. The IGP highlights the student's interest and possible career pathways. The school staff also facilitates the completion of Individual Learning Plans (ILPs) at this same time for all students at GCA. The Department of Special Education offers Transition Focused Fridays (bi-weekly), as a means of maintaining a consistent eye to transition planning and skills development for students with disabilities. The school has purchased transition skills curriculum as a means of exploration and enrichment in support of the transition plan. During these scheduled sessions, students are able to update Transition Goals, complete lessons within their personal transition curriculum, and create entries for their transition portfolio. The District Parent Mentor offers parent resource and information sessions which parallel school-based Transition Focused Fridays in support of our ESSA initiatives. The district incorporates monthly professional development sessions on the available resources, curriculum, community partners and initiatives in order to ensure continuity of services in the area of Transition and Postsecondary Outcomes</p>
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#### Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>We do not provide services for young children (pre-school) ages 3-5 not yet funded for kindergarten with disabilities but work with local school districts and agencies on Child Find Procedures. We work to improve the provision of free and appropriate public education to students with disabilities by ensuring we are collecting data on student performance and academic functioning and developing Individualized Education Programs based on the needs and supports indicated from this information. Additionally, progress on goals, accommodations and assistive technology needs are also considered. Staffing consideration</p>
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Preschool Transition Plans

	has also assisted in ensuring the provision of free appropriate education by providing both a case manager and an instructional special education teacher to students with disabilities. Number of students with disabilities beings served across least restrictive environment (LRE) in classrooms are monitored as well.
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Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	N/A. GCA is a Schoolwide Title I School.
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Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	Georgia Cyber Academy (GCA) is a one school district which operates as a Title I Schoolwide school. The Online CLIP is GCA's Title I Schoolwide Plan. The Title I Instructional Program at GCA enhances and supplements its core program by providing individualized plans for tailored academic student support by a unique team of liaisons who provide academic support through training and removal of barriers for student success in a virtual environment. Additionally, GCA provides academic support personnel, materials, and resources to improve academic outcomes. GCA evaluates the instructional program annually through the data collected through the CLIP progress monitoring surveys, attendance data, and student achievement data. The instructional program is monitored twice annually through the CLIP progress monitoring requirements. The Federal Programs manager collaborates with staff that are responsible for monitoring implementation and effectiveness data listed in the CLIP. As action steps are not implemented or not showing to be effective, they will either be tweaked to better implement with fidelity or dropped all together as an action step. When action steps are fully implemented and successful, they are maintained until they are no longer needed. GCA does not have a Neglected and Delinquent program. Therefore, the virtual instructional program is consistent across GCA.
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate): description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Georgia Cyber Academy (GCA) uses the Occupational Survey to identify potential migrant students through an online registration process that reflects the verbiage in the physical Occupational Survey form. Weekly Occupational Survey results are shared in the portal with our Migrant Education Office.</p> <p>The initial records request is handled by the parent during the GCA enrollment process. The Document Processors are responsible for ensuring that this process is complete. They will follow-up with a 30 day and 60-day email request. The final request will be sent by certified mail from GCA to parent. The Records Clerks will prepare and process the records to be released to the new school. They will maintain daily checks on requests that are submitted via mail, email, office fax, and e-fax. All requests are printed and time/date stamped as received and sent. Records Clerks will verify student status prior to releasing records. If students are listed active, the School Counselor is immediately notified. The counselor will follow-up with the requesting school to ensure the student is attending the school. The counselor will notify the homeroom teacher who will confirm the withdrawal with the family. Records Clerks are required to maintain a comprehensive electronic file of necessary documents to be released, to include: report cards, course completions, and compliance documents if requested, and testing records. All records are to be released within 48 hours of request to ensure correct placement and student coding in new system. Our Transitional Student Liaisons are responsible for assisting with obtaining records through the Migrant Educational Program.</p> <p>MSIX will be utilized to share educational and health information of migrant students traveling from state to state. The Transitional Student Liaison assigned to Migrant students and their direct supervisor will access MSIX to identify transferred Migrant students enrolling at GCA. MSIX will be used to pull/maintain the records that support appropriate, enrollment, placement, and credit accrual.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>As a virtual school, Georgia Cyber Academy does not have any local support services. GCA has too few eligible migrant students and, therefore, does not receive direct funding for the Title I, Part C program based on the number of migrant students. We collaborate with state and regional migrant staff to monitor mobility/identification and address the needs of the migrant population. As students enter the school system, parents complete the online registration which includes the Occupational Survey questions electronically. Returning students complete the Occupational Survey annually during reregistration. Occupational Survey data for parents identifying as migrant are submitted weekly during enrollment periods to the Migrant Education office to determine their eligibility. When we identify migrant students, we follow the state guidance and requirements for both serving and tracking the students. The Transitional Student Liaison ensures proper coding of migrant students in the SIS each time a report is received. Among the educational services offered to these students are regular education setting, EIP services, remedial education services, gifted services, SST services, special education services, English language learner services, after school tutoring at all grade levels, school supplies, and counseling services. We follow the state guidance on involving parents to keep them informed and to provide services needed for the migrant families. GCA will continue to work with the ABAC Consortium staff and other local schools as needed.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>GCA is implementing the following post-secondary activities:</p> <ol style="list-style-type: none"> <li>1. Vocational Rehabilitation referrals are completed as often as indicated by the IEP team for students with documented vocational needs. This review and referral process is integrated into the IEP meeting process upon review of the Transition Plan, Services, and Goals.</li> <li>2. During the closing Summary of Performance (SOP) meetings, the Case Manager obtains contact information to be maintained in our records database for future follow up and tracking.</li> <li>3. District special education staff receive a database of post-secondary agencies and support information to integrate into the IEP transition plan.</li> <li>4. The Special Education Director, in partnership with the Assistant Director of Special Education Academics, monitors completion of post secondary activities via the district departmental deliverables calendar, monthly compliance audits, special education team meetings with school level administrators, and quarterly district data talks.</li> <li>5. Professional learning is provided bi-monthly by the district transition coordinator and Special Education Director based on audit outcomes and needs assessment of the staff.</li> </ol> <p>Post secondary outcomes are monitored by the Special Education Director to ensure fidelity through monthly compliance audits of transition plans. The transition program is monitored by: Special Education school level administrator and District Special Education personnel. Case managers are expected to take corrective action within 10 days of review, if needed, based on audit results. The District's Special Education Yearly Report Indicator 14 requires assessment and reporting of post-graduation statuses. Staff such as the high school special education administrators, Parent Mentor, and Transition Coordinators conduct focused audits, professional development sessions, and review of Due Process Checklists to ensure fidelity. GCA has established a relationship with the Georgia Department of Vocational Rehabilitation which helps facilitate post-secondary outcomes by assisting with completing all required documents for approval of post-secondary services. The district Parent Mentor works with parents and students on post-secondary outcomes by facilitating completion of paperwork and conducting training. In addition, our department has been implementing Check and Connect, a model of ongoing, systematic intervention and support to promote students' engagement at school and with learning as well as assist students in reaching their high school and postsecondary goals.</p> <p>Special Education staff are offered weekly and monthly training on</p>
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IDEA Performance Goals:

	<p>topics to include: Writing Effective Transition Plans, Effective Progress Monitoring, Post-secondary and Vocational Resources, and Administering Transition Assessments. Training efficacy is assessed via surveys and the response data is integrated into the next cycle of training. Additional Measures; Special education school level administrators will develop a graduation tracker to be implemented by Case Managers. Special education school level administrators will implement a Counselor/Administrator collaborative meeting to discuss student(s) in-school actions, progress towards graduation, and transition planning activities. The department will implement bi-weekly transition activities to highlight various post-secondary topics such as self-determination, self-advocacy, and understanding strengths. An online Transition skills program will also be used to administer assessments such as career and interest exploration. Special Education specific Family Engagement Liaisons will be trained to support graduation year activities. Based on transition plan audit results, staff will receive technical assistance as needed.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>GCA is a tuition free public charter school that serves students in kindergarten through twelfth grade. We work with local school districts and agencies on Child Find Procedures where necessary when dealing with students with disabilities ages 3-5. We work to improve the provision of free and appropriate public education to students with disabilities by ensuring we are collecting data on student performance and academic functioning and developing Individualized Education Programs based on the needs and supports indicated from this information. GCA's Child Find information is published on our school website and in our district handbook based on state and federal guidelines. A referral can be made by any individual who has a concern about the child's development. The referral is confidential, and the parent retains the right to revoke consent for an evaluation. Services are provided by varying departments and depends on the child's needs. The child can be serviced by 504, RTI, EL or special education. The child will participate in evaluations that address the whole child in the areas of hearing, motor skills, communication, general development, and suspected disabilities. These evaluations may be used to assist in determining eligibility for services. When necessary, we contact the child's teacher and a member of the Special Education department. For children who are ages 3-5, GCA will assist the family by making recommendations to the appropriate school or agency.</p> <p>The Director has implemented bi-weekly staff professional development series for all building-based special education staff. Training topics are directly related to the Special Education Strategic plan and implemented according to the District Program Deliverables calendar. The calendar also includes full-day, virtual and face-to-face training sessions; to include a review of the SST/RTI initial referral process,</p>
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IDEA Performance Goals:

	<p>Child Find process, requirements, and reporting, and the school's EIP program points of contact to address kindergarten students aged 5 or older. The Special Education Director works in collaboration with other district leadership to identify and refer students via the Enrollment Child Find Survey. In addition, the Special Education Director delivers school-wide professional development on Child Find procedures to all GCA staff. The Special Education Parent Mentor works in collaboration with local school districts across the state to facilitate referrals for services. The Parent Mentor establishes and maintains an agency partnerships list in collaboration with the School Counseling team to track and monitor completion of referrals. Quarterly data reports are reviewed by the Special Education Compliance team to track and monitor Child Find referral data and program metrics.</p>
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<p>Describe how the district will meet the following IDEA performance goals:          IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.          What specific activities align with how you are providing FAPE to children with disabilities?          Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Georgia Cyber Academy delivers special education programming and related services in the least restrictive environment, as determined by the student's IEP team. Instruction and services delivered in a virtual and/or face to face environment are provided at no cost to the parent, guardian or student.</p> <p>Through the virtual learning environment, all students can receive services in accordance with their IEP in the least restrictive environment through the continuum of services as outlined in GEORGIA RULE 160.4-7-.07 to include: regular education, additional supportive services, consultative, co-teaching, collaborative, small group, and Self-contained, Home-based Instruction, Residential Placement In-State or Out-of-State, Hospital/Homebound Instruction settings. GCA is committed to hiring, retaining, and training sufficient staff to adequately provide the full continuum of service as needs fluctuate.</p> <p>Progress monitoring of IEP goals is accomplished through a variety of data collection methods using a variety of instructional programs, as well as the individualized assessments administered by special education and general education teachers. IEP mandated, specialized instructional services are provided via the online learning platform, and progress data is collected during live class sessions. Progress sessions are designed to aid in the continuous progression and mastery of students' IEP goals and objectives and led by certified special education teachers. The progress monitoring sessions are intended to support the student's academic, behavioral, and post-secondary needs. The IEP Team's review of the individual student's present levels of performance and progress monitoring data support the discussion of the appropriate environment for that student.</p> <p>The progress monitoring sessions are intended to support the student's academic, behavioral, and post-secondary needs. The IEP Team's review of the individual student's present levels of performance and progress monitoring data support the discussion of the appropriate</p>
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IDEA Performance Goals:

	<p>environment for that student.</p> <p>At the beginning of each school year, each semester, upon enrollment at GCA, or following an IEP meeting, each teacher of the student is provided with a copy of the most recent IEP and required to sign the IEP record of access indicating his or her review.</p> <p>Activities that are conducted to ensure that FAPE is provided to children with disabilities includes, but is not limited to: quarterly schedule verifications, IEP audits, academic walk-throughs, and comprehensive reviews of reports to verify that service delivery is completed.</p> <p>Teachers are trained on IEP and eligibility procedures through a comprehensive training program developed for new and returning teachers. This training consists of a two-week training for new teachers, on-going monthly professional development, and access to one-on-one technical assistance from school and district level staff. Technical assistance is available upon teacher request or identification through compliance monitoring.</p> <p>The special education compliance team, along with special education school level administrators, provide periodic trainings on FAPE, specially designed instruction, and other IDEA compliance areas through monthly professional development, weekly one-on-one coaching sessions, and quarterly refreshers on key IDEA topics.</p> <p>The Special Education Director monitors completion of these activities through the district departmental deliverables calendar, monthly compliance audits, special education team meetings with school level administrators, and quarterly district data talks. In addition, sign in and checks for understanding are completed are all trainings and meetings, where appropriate.</p> <p>District staff and school level leadership complete monthly performance reports, progress monitoring data presentations, review of performance data, teacher/leader performance and peer reviews to aid in summarizing how student's needs are being met.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance?</p>	<p>GCA facilitates a wide variety of training on Special Education Implementation, FAPE, and other topics. These sessions are facilitated by the Special Education Training Coordinator, special education school level administrators and district level special education staff. Teachers and leadership staff attend monthly meetings, along with quarterly professional development sessions. The district maintains a professional development calendar which consists of both in person and virtual training sessions throughout the school year, as well as</p>
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IDEA Performance Goals:

<p>Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>ensuring timely submission of data. Mock IEP meetings are offered to teachers in an effort to improve facilitation of IEP meetings. The district provides a manual of Standard Operating Procedures which clearly outline the process for IEP and Eligibility proceedings in conjunction with the GaDOE Implementation Manual guidelines. IEP teams ensure the least restrictive environment (LRE) for every student by utilizing classroom and formal assessments as well as progress data analysis to inform the IEP team's decision making process. Special education teachers are required to have their IEP documents reviewed by an administrator prior to finalization.</p> <p>To ensure compliance of records, the Special Education Records and IEP Monitoring Team will conduct a monthly audit. Data from each record's review is to be documented using the Due Process Checklist. The disaggregation of data from the spreadsheet enables the Special Education Records and IEP Monitoring Team to easily determine whether there is noncompliance evident and to address these issues with the case manager and the special education administrator. Noncompliance is defined as missing or incomplete documents or records. Corrective actions and technical assistance are provided to address areas of noncompliance in a timely manner.</p> <p>The Special Education Department conducts classroom observations to ensure that teachers are providing specialized instruction that is differentiated, engaging, and meets the needs of students. Cross functional monitoring of IEPs and eligibility reports, hiring of professionally qualified teachers, gathering and analyzing data from related services to monitor growth or regression, all occur at least quarterly. Assistive technology (AT) support and training is provided quarterly for staff. For families, training is provided upon review of the student's IEP and at the recommendation of the IEP team. Extended school year (ESY) is provided when deemed appropriate by the IEP team based upon review of progress monitoring data, goals and evidence of need. Summer remediation is also offered for students needing additional academic support. GCA maintains a Special Education Manual and Standard Operating Procedures manual that outlines all Special Education guidelines and procedures and is updated at least annually. District staff and special education school level administrators are responsible for ensuring implementation and assessment of these procedures via a pre and post survey.</p> <p>In addition, GCA conducts progress monitoring every four weeks. All data is entered into Nucleus where district staff and special education school level administrators monitor the data for student progress trends. If individual student data shows progress or regression over an extended period of time, an IEP meeting is to be held within 10 days. Nucleus is implemented at all grade levels for both academic and related services progress monitoring data to ensure special education teachers, general education teachers, and related service therapists collaborate across disciplines in support of provision of FAPE in the</p>
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## IDEA Performance Goals:

	<p>Least Restrictive Environment. Progress monitoring and program implementation data is reviewed monthly and discussed with teachers and district level staff. An IEP access tab has been added to Infinite Campus to track acknowledgement of receipt and/or review of the IEP, goals, and accommodations for implementation in the classroom. GCA participates in the Georgia Parent Mentor Partnership Program, which is partially GCA funded and partially grant funded. Annually, parents are invited to an introduction to Special Education program facilitated by the Parent Mentor and parent information sessions are offered on at least a bi-weekly basis throughout the school year.</p> <p>The Special Education Director conducts bi-weekly district staff meetings to include all special education leaders. Meeting agendas are developed to include program reports, program outcomes, redelivery of GADOE professional development, and focused review of program metrics to date. All data reviews, walkthroughs, and focused-audit results are compiled and reviewed on a quarterly basis with the district Special Education team to assess effectiveness. The Director develops an annual strategic plan, to include daily, weekly, and monthly activities; a district program implementation calendar, and schedules one-to-one meetings with special education district and school level personnel to discuss the implementation and impact of all planned initiatives.</p>
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## 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

## Required Questions

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

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds
B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds
C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds
D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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

## 4.7 Reducing Equity Gaps

## Required Questions

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

<p>Equity Gap 1</p> <p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Inexperienced Virtual Teachers and staff (less than 4 years experience.)</p> <p>Intervention Effective–Maintain Activities/Strategies: GCA needs to continue with a two week new teacher training, job shadowing, and mentors for teachers. We will continue with on-going professional learning tracks for staff to pick relevant trainings.</p>
<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Overall, CNA responses indicated improved perception data regarding leadership and support, however, perception data indicates a need for more transparent communication efforts. GCA has implemented on-going Professional Learning tracks that staff can pick from based on their experience and role at GCA. GCA has completed one school-wide, face to face professional development event to improve instruction, gain better understandings of platforms, and plan in teams. GCA completed two school leadership professional development training that received positive feedback for being applicable to all areas of the school. GCA will maintain new hire training every two weeks as needed, bi-annual leadership training, Professional Learning Communities, and quarterly PD tracks. We need to continue to work on our staff retention efforts. This continues to be an equity gap as we have high attrition each year. Learning the skills and platforms required in virtual education is a demanding transition from brick and mortar and takes longer to acclimate.</p>
<p>Equity Gap 2</p> <p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Student achievement across all grades and contents.</p> <p>Intervention Not Effective– Adjust Activities/Strategies: The expansion of math manipulatives to Kindergarten to Fifth grade students did not improve student achievement based on pass/fail rates or EOG scores. We need to address the needs of diverse learners through using evidence-based strategies when incorporating these manipulatives.</p>

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

Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The manipulative kits for K-5 students were used more this year by staff and students. We were able to track shipments of kits to students through a new process in Infinite Campus. The vendor Hand 2 Mind that provides our manipulative kits held breakout sessions at our back to school PD to train teachers on utilizing each of the materials in their virtual classrooms. Family Engagement Liaisons collaborated with the Federal Programs department to support families that did not get their kit for various reasons. We need to focus on evidence-based strategies that will focus on teaching diverse learners.
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## 4. REQUIRED QUESTIONS

## 4.8 Overarching Needs for Private Schools

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

Title I, Part A	N/A
Title II, Part A	N/A
Title III, Part A	N/A
Title IV, Part A	N/A
Title IV, Part B	N/A
Title I, Part C	N/A
IDEA 611 and 619	N/A