



Comprehensive Needs Assessment 2018 - 2019 District Report



Fannin County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Michael Gwatney
Multiple Program(s)	Federal Programs Director	Sarah Rigdon
Multiple Program(s)	Curriculum Director	Darren Danner
Multiple Program(s)	School Leader (#1)	Erik Cioffi
Multiple Program(s)	School Leader (#2)	Keith Nuckolls
Multiple Program(s)	Teacher Representative (#1)	Amy Williams
Multiple Program(s)	Teacher Representative (#2)	Mark Young
McKinney-Vento Homeless	Homeless Liaison	Tara Cantrell
Neglected and Delinquent	N&D Coordinator	Tara Cantrell
Rural	REAP Coordinator	Heather Finley
Special Education	Special Education Director	Shannon Miller
Title I, Part A	Title I, Part A Director	Sarah Rigdon
Title I, Part A	Family Engagement Coordinator	Sarah Rigdon
Title I, Part A - Foster Care	Foster Care Point of Contact	Tara Cantrell
Title II, Part A	Title II, Part A Coordinator	Heather Finley
Title III	Title III Director	N/A
Title IV, Part A	Title IV, Part A Director	Sarah Rigdon

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Robert Ensley
Multiple Program(s)	Testing director	Sarah Rigdon
Multiple Program(s)	Finance director	Susan Holloway
Multiple Program(s)	Other federal programs coordinators	
Multiple Program(s)	CTAE coordinator	Patti DuBois
Multiple Program(s)	Student support personnel	
Multiple Program(s)	Principal representatives	Lucas Roof
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Teacher representatives	Sarah Welch
Multiple Program(s)	ESOL teacher	Mary Corbin
Multiple Program(s)	Local school governance team representative (charter systems only)	Manda Gwatney
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	
Title II, Part A	Bilingual parent liaisons	
Title II, Part A	Professional organizations	
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	Lewis DeWeese
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	
Title IV, Part A	Technology experts	Mary Ann Walker
Title IV, Part A	Faith-based community leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	Jessie DeCosta
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Ashley Head, Fannin Middle School
Title I, Part A - Foster Care	Local DFCS Contacts	Sarah Turner
Title II, Part A	Principals	Lucas Roof
Title II, Part A	Teachers	Debbie Morgan
Title II, Part A	Paraprofessionals	Patti Falls
Title II, Part A	Specialized Instructional Support Personnel	Beth Ware
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Sherry Morris
Title I, Part A	Parents of English Learners	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	Justin Old, Director
Multiple Program(s)	Technical, college, or university personnel	Sandy Ott, University of North Georgia
Multiple Program(s)	Parent advisory council members, school council parents, Parent-Teacher Association or Parent-Teacher Organization members	
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	

Recommended and Additional Stakeholders

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

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The stakeholder group was selected by the core district improvement team based on their roles, responsibilities, and prior experience using the suggested members checklist. The school system actively engages a variety of stakeholder groups which are suggested by both the district and school improvement team members as well as self-nominated individuals that contact the school or district wishing to be actively involved in the school improvement process.</p>
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<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</p>	<p>The district held 8 stakeholder input meetings during the spring of 2018 that included parents, system employees and the community at large before the completion and subsequent submission of the comprehensive needs assessment. These meetings were held at various times of the day at six different sites. We have a system District Improvement Team that meets monthly throughout the school year that includes district directors, principals, and academic coaches from every school. Every school also has a school improvement or leadership team that meets during the year to review progress on the school's improvement goals. These meeting are open to the public, with parents being invited and encouraged to participate. Meeting dates are published through Blackboard Connect calls, school calendars and flyers sent home with students.</p>
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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		
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.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use?</p>	<p>The district improvement team and the CNA team reviewed several perception data sources including:</p> <ul style="list-style-type: none"> * The 2017 Georgia Health Survey 2.0 (student/parent/personnel) * The January 2018 Parent Involvement survey (locally developed for the four Title I schools) * Feedback from the eight community stakeholder meetings held this spring at the district office and the five school campuses (March 12, March 22, March 29, April 12, April 18 (a.m. and p.m.), April 26, and May 15) to review school system priorities and the strategic goals for the Fannin County School System
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<p>What does the perception data tell you?</p>	<p>The data for the FCSS is excellent overall on the Georgia Health Survey 2.0. Our highest three parent responses were for these questions:</p> <ol style="list-style-type: none"> 1. My student feels safe going to and from school. (question 7) 2. I feel welcome at my child's school. (question 15) 3. My student feels safe at school (question 6) <p>The lowest rated items still had an average above "somewhat agree" so they do not point to an obvious, significant deficit:</p> <p>I frequently volunteer to help on special projects at my student's school. (question 24) I am involved in the decision making process at my student's school. (question 21) I attend parent/teacher conferences at my student's school. (question 23)The results for the 2017 middle and high school student Georgia School Survey are extremely interesting and positive. The highest rated responses were for the following items:</p> <ol style="list-style-type: none"> 1. My parents or other adults at my home think that it is important for me to graduate from high school (3.88 average) 2. My parents or other adults at my home think that education is important (3.84 average) 3. Doing the right thing is important to me (3.66 average) 4. I would help someone who was being bullied (3.65 average) 5. I believe in helping others (3.65 average) 6. Honesty is an important trait to me (3.64 average) <p>The items related to illegal drugs, alcohol, misuse of prescription medication, tobacco, bullying, harassment, gang activity, or suicide are all rated very low indicating there is not a pervasive issue with the student body that warrants intervention. Students indicate that they feel safe on campus (3.36 average) at both our middle school and high</p>
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What does the perception data tell you?

school. Students recognize that adults in the schools treat students with respect (3.2 average), that all students are treated fairly (3.11 average) and that their school has high standards for achievement (3.46 average) and clear rules for behavior (3.54 average). Questions 79 through 85, all of which relate to self harming and/or thoughts of suicide, had some responses that are troubling. Though the averages on each of questions is statistically low (well below 1.0) there are students, particularly females, that may be struggling with these very serious issues. The schools need to dig deeper if they see signs that students are struggling emotionally. Question 79 (During the last 12 months on how many occasions have you seriously considered harming yourself on purpose) almost 14% of the 609 female respondents indicated at least one time as opposed to less than 6% of males.

On the combined elementary student survey, the highest rated items were:

1. My school wants me to do well (3.91 average)
2. My school has clear rules for behavior (3.79 average)
3. There is an adult at my school who will help me if I need it (3.70 average)

Though students "feel like they do well in school" (3.09 average), the average response to the statement "I like school" was 2.88 which is a little puzzling. Slightly more than 11% of males say that they "never" like school as opposed to only 3% of females who said the same. On this same question, 40% of females agree that they "always" like school whereas only 33% of males responded the same. This points to a gap in school connectedness between males and females. Students believe that teachers treat them with respect (3.66 average) and that good behavior is noticed at school (3.23 average). Students also agree that they feel safe at school (3.46 average). The survey results do not point to any prevalent issues related to bullying or harassment.

On the 2017 Georgia Health Survey for personnel, the most favorably rated items were:

1. I feel safe at my school (1.17 average)
2. I feel safe when entering and leaving my school building (1.18 average)
3. Teachers at my school treat students fairly regardless of race, ethnicity, or culture (1.20)
4. I get along well with other staff members at my school (1.21 average)
5. Teachers at my school work hard to make sure that students do well (1.22 average)

The lowest rated items all related to parent attendance at conferences (2.07 average), parent volunteers (1.88 average), and parents attending school activities (1.76 average). Personnel are not concerned for their physical safety at school (3.5 average) and do not believe that students carry weapons at school (3.75 average).

The Title I parent survey was open throughout January. The results were similar among the four Title I schools: parents are pleased with the frequency, type, and quality of our interactions with them and feel welcome in our schools. Similarly the four schools had the same item appear as a need. Parents feel unequipped to help their child with

<p>What does the perception data tell you?</p>	<p>homework, particularly in math. The parent liaisons will use this feedback to develop materials/training modules for building parent capacity in this area.</p>
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<p>What process data did you use?</p>	<p>Climate star ratings The number and type of after school activities offered Feedback from the five schools in the district PBIS implementation and plans for 2018-19</p>
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<p>What does your process data tell you?</p>	<p>Every school in Fannin County received a 5 Star Climate rating on their 2017 CCRPI report. Our schools are regarded as safe by students, parents, and employees alike. More details about the Georgia Health Survey 2.0 results can be found in 2.6.1</p> <p>We are fortunate that we are able to offer and sustain a wide variety of after school activities for our students throughout the school year on all of our campuses. Our high school offers 18 Varsity Sports Programs along with 8 Junior Varsity teams. In addition to athletics, the high school has 12 student clubs and 7 Career and Technical Student Organizations (CTSO) that meet both during the school day and also outside of the school day. Many of the CTSO's send students to state or national conventions or competitions. We also have several arts programs including band, color guard, one act play, and chorus. The high school supports student needs and interests through many after school special programs including but not limited to the School Governance Team, literacy events like "Beyond Hogwarts," Probe Fair, Curriculum Night and Advanced Placement Night, booster clubs for athletic programs and the band, career day, Financial Aid night for Seniors and transition events like 8th Grade Parent Night and 9th Grade Orientation. The high school has several student mentoring programs or councils including the Student Ambassador program, the Junior Board of Directors, and Sources of Strength. The high school has a formal, highly structured mentoring program for the REACH scholars that are current freshmen and sophomores.</p> <p>Our middle school offers a variety of sports and clubs to students after school. There are ten sports including a newly formed mountain biking team in addition to the typical middle school sports (football, basketball, soccer, etc.), along with band and cheer leading. There are 13 clubs that meet at FCMS both within the school day and also outside of the school day including Maker Space, chess, anime, TSA, FFA, reading bowl, friends club, FCA, sign language club, news crew, yearbook, academic team, and chorus. Students are encouraged to try new things and find their niche. Four of these clubs offer state or national convention opportunities for the students (TSA, FFA, Academic Team, and Reading Bowl). To build community and belonging, Fannin Middle hosts several after school events for students and their families each year including a parent night for each grade level, Family Fun Night,</p>
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<p>What does your process data tell you?</p>	<p>STEM nights at every grade level, Open House, Sports/Club night, Milestones night, and a fun transition night for the rising sixth grade that showcases all of the opportunities to be a part of the FCMS experience. The middle school has a peer support program for newly enrolled students, advisement four times per year for all students, and a formal, structured mentoring program for the five 8th grade REACH scholars named each September.</p> <p>At the elementary level there are several clubs that meet during or after school for students. Each school has a slightly different set of offerings based on student interest, staff capacity, and/or the focus of the school. Some of the clubs currently offered include: school council, sign language club, art club, garden club, friends club, running club, math scholars club, and the robotics club. Two of the elementary schools offer more after school options than the other school due to student transportation issues. (This school has a higher economically disadvantaged population than the other elementary schools and has more students using bus services to get to and from school each day). Realizing that the lack of transportation was limiting their student's ability to participate in after school clubs, this school decided to use their 2 hour early release schedule once per month so that all academic classes were taught before 1:30 and then offer "Fabulous Fridays" where students can participate in clubs and enrichment activities in the afternoon. The elementary schools frequently offer after school or evening parent capacity or climate building events such as STEM or STEAM night, Math Night, Literacy Night, Yellow Jacket Jamboree, Fall Carnivals, Mom's Night Out and transition events like pre-K or Kindergarten tours.</p> <p>All of our schools began implementing PBIS in 2009. At this point we are fully operational. We have a PBIS coach and team at each school. The next focus for PBIS will be to begin working on Tier II PBIS implementation.</p>
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<p>What achievement data did you use?</p>	<p>Milestones EOG for 2016 and 2017 Milestones EOC for 2017 (spring) and 2018 (winter)</p>
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<p>What does your achievement data tell you?</p>	<p>For the Milestones EOG tests in ELA we have a fairly consistent performance from 2016 to 2017. Some grade levels have fewer beginning learners, but for the most part the performance levels are pretty much split in thirds with the remaining 10% in the distinguished learner category. The same holds true for math, though the beginning learner percentage is smaller in math than ELA. In math, we have overall more students in the developing learner category than the proficient category, and again, about 10% of students score in the distinguished category. As a district in 2017, third grade ELA and 5th grade mathematics had the highest percentage of beginning learners. If you study the data from the cohort perspective, in many grades there</p>
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<p>What does your achievement data tell you?</p>	<p>is a drop during the subsequent year which is difficult to understand unless the content is remarkably harder. As an example, in 2016, there were about 15% of fifth graders that scored in the beginning learner category in ELA. The following year, these same students had a lower performance in ELA, with about 25% of them scoring at the beginning learner category.</p> <p>Students taking EOC Milestones overall have outperformed their counterparts in the state. In 2017, of the eight EOC assessments, the percentage of students in Fannin County that scored at the proficient or distinguished level was higher than the state averages in 6 of the 8 assessments (Algebra I, Geometry, 9th Grade Literature, American Literature, Economics, Physical Science). The average for biology for both Fannin and the state was 44% of students scoring at the proficient or distinguished level. The only EOC where Fannin students performed below the state average was for US History. Our results were 20% scoring at proficient as opposed to 46% of the state scoring at proficient or higher. On the 2018 Winter Main, our results are better than state averages for 7 out of 8 EOC assessments when comparing students who score proficient or higher. Biology, again, scored at the same level as the state (42% proficient or distinguished learners) on the 2018 winter main.</p> <p>Last fall (August 2017) we determined as a district that we needed a common language and common benchmarking tool to help us streamline our MTSS procedures and monitor student progress/growth more frequently than the annual Milestones assessments in 3rd-8th grade and HS EOC courses. After reviewing several potential solutions, the school system purchased the MAP Growth assessments from NWEA in January of 2018. We had two benchmarking windows during the second semester of this past year. Our implementation is too new to really tap the power of the data for SY 2017-18 but we have committed as a district to fully implementing MAP next year as we continue to realize the power of district wide, common, formative assessments for students in 3rd through 12th grades. The MAP assessments coupled with the required L4GA formative assessments will ensure that we know how our students are performing and where we need to make adjustments to impact their achievement.</p>
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<p>What demographic data did you use?</p>	<p>Demographic data was pulled from the student information system and/or SLDS. We looked primarily at gender, race, and race. We have a significant population of students who are economically disadvantaged.</p>
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What does the demographic data tell you?

Fannin has very little racial or ethnic diversity overall and has more male students than female students. As of April 23, we have 3,031 students, with 1,553 being males and 1,478 being females. Of these 3,031 students, 92.18% are self identified as being white, non-Hispanic students. We have 45 students who receive English Language services. According to our FY 18 Free and Reduced Price Eligibility Report which was signed off on November 15, 2017 by Nutrition Director Candice Sisson, 60.41% of the students enrolled in Fannin County Schools are eligible for F/R lunches. Our highest poverty school has an average of 70.1% of students that qualify.

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>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The four Coherent Instructional System standards are operational at all of our schools. We have systematic processes in place to align instruction and assessments to ensure that students are at mastery of the GSE. In 2017-18 we began aligning the math curriculum in K-8 both horizontally and vertically and creating a google space where all teachers can access the curriculum, instructional activities, and assessments for math units. This will ensure a robust and rich resource for all teachers, including those that are new to the profession, the content, or the grade level. In 2018-19 we will implement our L4GA school literacy plans which will address curriculum, instruction, and assessment practices in reading, ELA, and other content area classes. The district approves school level improvement plans and ensures that the focus for improvement is rooted in measurable student outcomes. TKES data supports our rating of proficiency in this system. Teachers are observed to have relative strength in standard 3 (instructional strategies). The TKES standard that addresses the use of assessment data is rated slightly lower, but it still meets the proficiency target overall.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Though 2017-18 was a challenge to our leadership structure due to retirements and transfers, data shows that we have strength in our leadership practices. Our leadership is trained annually on budgeting practices and processes to ensure that funds are spent and resources are allocated to support learning. The schools and district work to engage the community in continuous improvement efforts including school based governance teams with two positions dedicated to community representatives in addition to parents and school employees. Our school board is recognized as an exemplary board by the GSBA. Funds and resources are equitably distributed to schools but schools have discretion in how they utilize their funds and resources. With this freedom comes the understanding that student achievement must be positively impacted and remain at the center of the focus for each school. Our schools have leadership/improvement teams that meet monthly to review the school's progress toward meeting the goals in the school improvement plan. Additionally the district improvement team meets monthly to share school data and make district wide decisions to impact student achievement.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We have fully implemented Professional Learning Communities in each of our five schools. We have PLC's that meet based on individual needs, grade level or content area needs, and/or school-wide goals. These needs may be identified through TKES self-assessments, classroom observations, survey results, and/or committee meetings. Our spring 2017 and 2018 professional learning surveys include a perceived need for greater training in literacy/comprehension, using technology to increase productivity, and building responsibility in our students. It is not surprising to note that emergency preparedness training was the highest rated professional learning need in spring 2018 following the Parkland High School incident. Though we have 5 Star Climate ratings at all of our schools (which points to the belief that our schools are safe) we understand that the commitment to safety is on-going and must be a priority so that all members of the school community continue to feel safe on our campuses. Though we offer strong professional learning opportunities, we may not monitor the implementation of new practices as closely as we should. This is a weakness that we need to address at the school level. We often complete exit surveys following major professional learning initiatives, but sometimes we do not follow through with supporting a new implementation as we should. This will be a real challenge as we implement the L4GA grant through 2020. With an aging work force, we are faced with annual retirements. We do not have issues with filling vacant positions, but we do have issues with training and supporting the unique needs of new personnel. We must continually refine and revise our New Teacher Induction Program and Leadership Consortia to nurture new hires or those new to a position to ensure that they are successful.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We have definite strengths in the area of family and community engagement. All Title I schools have elected to use a portion of their budgets to employ a Parent Liaison. We also added a system wide bilingual (Spanish) parent liaison using local funds this year. Our parent liaisons are key in keeping parents informed, involved, and physically present in our elementary schools and middle school. The Parent Liaison at each school leads the Parent Advisory Group and spearheads the volunteer program at each of the schools. One of the greatest strengths noted by parents in our winter 2018 Title I survey is the satisfaction rate of parents when asked about communication between school and home. The greatest hindrance to participation according to parents is their family schedule which the school system can't impact. Parent participation and volunteering rates have improved since we added the Parent Liaison position. We have found that parents are more likely to attend events that have a performance or presentation that includes their child. Parents are less likely to attend what they consider to be a "business meeting" (i.e. SGT meeting) or a workshop that is based on academics only. Family fun nights, STEM nights, Author's Fairs, and performances like the elementary "White Christmas" program have much higher participation or attendance rates than the Annual Title I Meeting, monthly School Improvement or PBIS</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>meetings, or stakeholder input meetings. The key seems to be balancing the fun side and the business side to make sure that parents are both participating and learning strategies to help them be an equal partner in their child's education.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The FCSS has strong processes in place for maintaining order and safety. All five of our schools received a Five Star Climate Rating in 2017 based on the results of our Student Health, Georgia School Personnel, and Georgia Parent surveys. We demonstrate our local commitment to student safety by funding a full time SRO at each school in Fannin. Fannin County Schools offers a wide array of opportunities for our students to be connected to school, outside interests and each other. Our high school offers 18 varsity sports teacher with 8 of those programs also having a junior varsity team. Additionally there are 19 student organizations or clubs that our students can join, many of which have national affiliations to a larger group. After the school shootings last year our system will continue to ensure that our parents and stakeholders feel that their children are safe on our campuses.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The district is rural, predominantly white, with a high number of economically disadvantaged students. The FCSS does an excellent job balancing local, state, and federal resources to provide a high quality education for our students. Our financial star rating on CCRPI is lower than we would like, but that is because the calculation assumes that higher spending should result in higher CCRPI scores. We do not concur with this reasoning. Due to the fiscally conservative choices of our prior and current Board the FCSS keeps our millage rate at 11.23 mills which is significantly below the state average. The school system continues to offer 190 day contracts to teachers and 180 days of instruction to students. Also, the FCSS continues to offer additional classes and services to our students which are over and above state funding allocations. We provide many positions locally that are not fully or even partially state funded including a full time school nurse, school resource officer, technology specialist, academic coach, and at least one assistant principal for every school. We have agreed as a district that we are unwilling to cut services to improve the financial star rating for the district. We feel that our students and the community benefit from the additional positions, courses, and services that we provide.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Literacy and Numeracy must continue to be a focus for district school improvement based on historical and current data sources. We are not seeing a progressive increase in Math or ELA performance, particularly in Milestones EOG results. These two content areas have the largest gaps in subgroup performance, with ELA being the lower performing area when compared to math. In May 2018 we were awarded the L4GA grant. The implementation of school literacy plans which are required by the L4GA grant will be a primary focus throughout the school system over the next three years. The required assessments that are part of the grant will ensure that our students are making progress. The funds we receive will be used primarily to build capacity in our teachers which will benefit our schools, students and community for years to come.</p>
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IDEA - Special Education

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

<p>Strengths</p>	<p>The Special Education Department has a strong focus on compliance and implementation of the IEP with fidelity. Procedures have been established and are consistently followed by all staff. Fannin County's students with disabilities are offered the continuum of services and provided with supports that exceed what is considered as a Free Appropriate Education. Teachers and staff typically go beyond requirements of the IEP and establish relationships with students and families that help foster a long term commitment to graduation and transitioning to post secondary outcomes.</p>
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<p>Challenges</p>	<p>Overall, data suggests that while Fannin has an above average graduation rate, there continues to be a significant gap between the academic performance of students with disabilities and non-disabled peers. Our students have weaknesses in core reading, writing, and math and need additional support to be successful with abstract and critical problem solving. These critical skill gaps can be attributed to a need for increased knowledge and execution of special instruction techniques and programs with our high incident disability groups. In addition to these challenges, there is typically a higher staff turnover rate among special education teachers/service providers than with general education teachers. We struggle to find and retain quality speech pathologists, occupational therapists, and school psychologists to work with our special needs students. Finally, our district is above the 1% cap for GAA participants. During 2018-19 we will be participating in training for the new GAA 2.0 and examining our practices as it relates to assessments for students who are intellectually</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA - Special Education

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

Challenges	disabled.
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Through Title I we are able to provide our students with personalized learning, evidence based interventions and high quality materials. We are also able to build the capacity of our families as we work together to increase student achievement. The vast majority of our Title I budget is spent on providing personnel to work with our students that need additional assistance or intervention (paraprofessionals) and build our relationship between the school and home (parent liaisons). Title I funds are used to provide additional paraprofessionals in the three elementary schools and a parent liaison at all four Title I schools. In addition to providing high quality personnel to support students and their academic achievement, we use Title I funds to provide technology based instruction/intervention to students and additional instructional materials. We have implemented the expectation that interventions, methodologies, and materials should be evidenced based.
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Challenges	Though our parent participation is much improved at the Title I schools now that we have Parent Liaisons, parents do still shy away from academic-based programs at school. Events, performances, and celebrations are better attended than training sessions and workshops that build parent capacity. We also struggle somewhat to get hard-to-reach families involved with school. It is very common to see the same faces at every event. As for the students, we do have some fairly significant academic gaps in our economic disadvantaged population. Our third grade reading and fifth grade math scores are consistently below the desired performance level. The longer we have our students in school, the better they perform. Reaching our students early is absolutely critical. Though we have implemented the expectation of using evidenced based interventions with students we are definitely in the earliest stages of implementation. Previously we focused on best practices when making decisions about materials, professional learning offerings, or classroom expectations. Though "best practices" may align with "evidence based" in many instances, these terms are not synonymous. It will take a concerted effort to shift our focus and develop a common understanding.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Foster Care

Strengths	<p>We have a strong working relationship with our local DFCS office. We also are extremely fortunate to have a full time school system social worker who has worked previously at DFCS. We have a viable Foster Care transportation plan and work very closely with DFCS as needed to assist students who are in foster care. Additionally our system social worker works with schools and/or directly with students to make sure that we meet the tangible needs of students in foster care. She works personally with seniors to help them complete their FAFSA packets. Our school system has established a Children's Fund to help provide for student's who have need (i.e. glasses, college application fees, clothing, etc.)</p>
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Challenges	<p>Communication between DFCS and the school system and/or individual schools can be a challenge. A barrier to communication can be due to a lack of time, frequent staff changes at DFCS and conflicts between privacy and need to know. Strong communication must be continually forged and prioritized. Fannin has one of the highest rates of substantiated cases of child abuse/neglect in the state. The volume of abuse and neglect cases puts a strain on the resources available to both DFCS and the school system. An additional challenge is identifying and keeping an updated database of students who are in foster care. We have a lot of students who are being cared for by relatives; we are not always aware that these students have been placed in care by DFCS.</p>
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Title I, Part A - Parent and Family Engagement

Strengths	<p>The Parent Liaisons at the four Title I schools have been invaluable in increasing parent involvement at school as well as improving the volunteering program at those schools. All Fannin County schools are reaching out to parents and guardians consistently in a variety of ways using both traditional (flyers, newsletters) and innovative (social media) means. In FY 18 our local BOE hired a full time, system wide parent liaison specifically to serve our ESOL families. Though we have a low incidence of ESOL students (45 EL students in the district), we are committed to providing our non-English speaking families with consistent, reliable, personalized support.</p>
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Challenges	<p>Though our parent participation is much improved at the Title I schools now that we have Parent Liaisons, parents do still shy away from academic-based programs at school. This is a real challenge now that building parent capacity is prioritized over outreach and inclusive events designed to build community. Events, performances, and celebrations are well attended, but training sessions and/or workshops typically have a lower attendance, even when the topic of the training or workshop was selected by the parents. Parents do not seem to be interested in developing much less leading staff capacity workshops or</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title I, Part A - Parent and Family Engagement

Challenges	training. Most feel that this is not their role and it is out of their comfort zone. This paradigm shift will take time. Outreach is much easier than building capacity particularly when parents are more comfortable in being participants as opposed to partners in their child's education.
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Title I, Part C - Education of Migratory Children

Strengths	Once a migrant student is identified, the ESOL team assists the family with completing the required enrollment forms and interviews the family to determine their needs and how the school system can help. If the family speaks another language, our bilingual parent liaison conducts the interview and assists with paperwork. The interview focuses on previous schools attended and services provided by the former school(s). A strength of our program is the personnel. We have four full time employees that assist or provide services to ESOL and/or migrant students. Additionally we are part of the MEP consortia and benefit from their assistance which includes providing tutors to preschool migrant students.
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Challenges	We have a low incidence of migrant students so we do not receive any direct funding to assist our families. We have felt very supported by the MEP consortia though and appreciate their assistance as needed for our migrant families. We are aware of the Migrant Student Information Exchange (MSIX) and its availability if we are unable to locate records of enrolling migrant students. We have not experienced issues with records but that is likely due to our strong ESOL team and bilingual parent liaison.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	We work with families, DFCS, the Open Arms facility and our transportation department to ensure that students who are neglected and in care will have a way to their "home" school if that is in the child's best interest. We provide free breakfasts to all students and free or reduced lunches to these qualifying students. We use our Title I set aside to support the Open Arms neglected facility that is located within Fannin County. Additionally, we offer tutoring and credit recovery options to students that have come into care at the facility and our policy for Homeless students was recently revised to include procedures on awarding partial credit to students who frequently change schools or homes. Open Arms students attend Fannin County Schools; it is not a residential care facility.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	The students served by Open Arms are often highly transient, which makes relationship building difficult. The facility burned in the fall of 2017 but relocated to a new home a few months after the total loss. Following the fire there was an investigation into the home and most of the personnel left. The director now is an interim director and is rarely on-site. We have struggled to have a strong relationship with the home this year because of these challenges. We are hopeful they will return to normal operation in the coming months.
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Title II, Part A - Supporting Effective Instruction

Strengths	<p>Fannin County has a strong history of retaining high quality teachers. Currently, we have over 82% of our teaching with advanced degrees. We have only one teacher out of field, and one pathway (Audio/Visual) that we wrote professional qualifications for in our DIP. We continue to implement and improve our new teacher induction plan, that includes mentoring, peer to peer observations, and a personalized online professional development piece tailored to each new teacher's needs. Due to our concerted effort in supporting new teachers we have a 7% attrition rate, which is significantly below the state average of 16%. We continue to offer high quality professional development to staff that address the needs of our students.</p> <p>Title IIA funds have allowed us to provide high quality professional development to all teachers across the district. Federal funds are critical for us to continue provided the training and tools teachers need to teach our students. We ensure that all PL is tied to our effectiveness plans and that each PL opportunity is reviewed for effectiveness and a positive impact on learning.</p>
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Challenges	<p>The biggest challenge with implementing Title IIA funds is prioritizing how they are spent. Fannin sets aside a district portion to be spent and then allocates to each school based on percent of students that receive free and reduced meals. Each school must develop an effectiveness plan that connects to the overarching district needs and the needs of the school specifically. This model, while time consuming to oversee, has provided schools with the ability to provide PL that meets their specific needs while moving toward the goals of the district. For the 18-19 school year the following PL topics will be a top priority based on stakeholder input:</p> <ul style="list-style-type: none"> Emergency Preparedness Training Using Google EDU (all Google Tools) in the Classroom Math: Problem Solving/Analytical Thinking First Aid-CPR Literacy: Reading Comprehension * Technology: Productivity Tools For Teachers * Technology: Productivity Tools For Support Staff * Literacy: Striving Readers Grant Initiatives Building Resilience in Learners (Increasing Rigor and Balancing with
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title II, Part A - Supporting Effective Instruction

Challenges	Success) * It will be a challenge to provide high quality PL with such a diverse list of topics. The district improvement team will have to consider the needs and current data in order to prioritize the list of topics.
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Title III - Language Instruction for English Learners and Immigrant Students

Strengths	We are not direct funded for Title III and are not participating in a local Title III consortia in 2018-19.
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Challenges	We will truly miss being a part of the statewide local consortia for Title III. The professional learning offered by the state consortia as well as the relationships that were forged and nurtured with other low incidence districts was truly special. The guidelines for forming a local Title III consortia place the burden on the district that acts as lead and unfortunately no district in our RESA was willing to take on the extra work. The Title III program will be sadly missed.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Though we are not direct funded for Title IX, our school system social worker works tirelessly to meet the needs of students who are identified as homeless. Our schools use local and state funds to support our homeless students in addition to Title I funds at our four Title I schools. Additionally, Title I funds are set aside each year at the district level to provide needed services or materials for homeless highschool students. To identify the educational needs of homeless children, Fannin County uses the following assessment instruments: Milestones EOC and EOG results, MAP Growth assessments, Accelerated Reader and/or Accelerated Math data, and locally developed classroom assessments. Principals are required to provide annual faculty training to ensure that homeless students are not isolated or stigmatized in any way. Additionally all employees (including approved substitute teachers and volunteers) must complete Compliance Director modules which include information specifically related to McKinney Vento. Our Foster Care transportation plan is viable and works efficiently to ensure that homeless students remain in their school of origin if that is in the best interest of the child. Our plan is a collaborative effort between the district, the school system transportation department, the system social worker and the local DFCS office and it is reviewed annually. We offer quick entrance into our schools for students whose families may need additional time to locate records to complete the enrollment process. Students are immediately evaluated for free/reduced lunch status based on their living arrangements/needs. We have an approved board policy that includes provisions and procedures for awarding credit or partial credit for students who are homeless.
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	Quickly and accurately identifying homeless students can be a challenge and the change in definition recently has caused some confusion. (For example, students at the local home for neglected girls are neglected, but they are no longer homeless). Occasionally we have families that are resistant to completing the annual housing survey. The school system social worker follows up with these families, but sometimes the family feels like the questions are personal and they do not want to participate. An additional challenge is helping our families transition from McKinney Vento once they no longer qualify for these services.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	Teachers in the Fannin School system are evaluated using the TKE system. We offer additional support to teachers who are not rated as proficient on their evaluations, both informally and also formally using a Professional Learning Plan (PLP) as necessary. Student placements are carefully scrutinized so that all students are placed with teachers who are competent. We are fortunate to have a fairly competitive job market which affords us the opportunity to be extremely selective when hiring.
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Challenges	There are rare occasions where we have had difficulty filling a teaching position. We recently hired a construction teacher for our CTAE program which was a position that has not required replacement for more than 20 years. The career pathway classes have been the toughest to staff because of specialized skill sets required for those jobs and fluctuations in the career paths we have offered over the last few years based on student interests. Currently we have a lot of interest in the health care field as a career pathway, but very low interest in the technology pathway at the high school level. Due to this change in interest we have shifted the technology career course to the middle school and broadened the number of courses available at the high school level that are related to the health care field.
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Title IV, Part A - Student Support and Academic Enrichment

Strengths	In FY 18 we transferred our Title IV funds into Title V where we felt the funds could impact a greater positive change. Since Title IV is projected to have a significantly larger award for FY 19, we will likely allocate these funds instead of transferring them to Title V. Fannin County is committed to providing enrichment opportunities to our students and graduating students that are well rounded. We are also implementing a 1:1 technology initiative beginning in August for students in grades 8-12. Our five schools all use PBIS and are working toward Tier II certification for PBIS. In May one of our schools was awarded STEM certification by the Georgia DOE. This year we have two more schools who will be taking the next step in seeking STEM or
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Title IV, Part A - Student Support and Academic Enrichment

Strengths	STEAM certification by developing courses/classes and employing a STEM or STEAM teacher on site.
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Challenges	We did not experience any challenges related to Title IV in FY 18 since we transferred those funds into Title V RLIS. One of the reasons we chose to transfer the funds was because it was difficult to prioritize and then allocate a fairly small grant award between five schools. In 2018-19, the amount we are awarded in Title IV will be spent or transferred based on where the funds can be most impactful for the students in our district.
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Title V, Part B - Rural Education

Strengths	Title VB RLIS funds have allowed us to expand the use of instructional technology across the school district. We have been able to purchase software that targets learning weaknesses and provides a way to progress monitor academic growth in real time with useful data to drive instruction. The use of this software along with the purchase of other educational software allows our staff and students to have access to 21st century learning tools that they would not have if not for grant monies. We also have been able to expand our professional learning opportunities to all of our staff through Title VB funds. We were able to provide stipends to staff that completed Google Level 1 Educator Certification in 2017-18. This initiative was extremely successful with over 60 teachers participating. Digital learning, digital literacy and digital citizenship are priorities for the FCSS.
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Challenges	We did not have any major challenges specifically tied to Title VB in 2017-18 however one of our top professional learning priorities next year will involve improving school safety and implementing the 1:1 technology initiative. It could be challenging to find programs that will allow expenditures for training or materials that are related to these areas.
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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	Student performance on the ELA section of the Milestones End of Grade assessment does not meet district or state proficiency targets.
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	The Fannin County School System has been awarded the L4GA grant (Title I Part E) and will begin implementation of school literacy plans in the August of 2018.
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Overarching Need # 2

Overarching Need	Student performance in mathematics as measured by either the Milestones EOG or EOC shows that many of our students are still performing at the beginning or developing level.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Many students are not invested in their own learning and/or may require additional intervention to master rigorous content standards.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No

Overarching Need # 3

Priority Order	3
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Additional Considerations	All five schools in the district have identified the need for their students to learn to actively engage their own progress. There is a significant equity gap when comparing discipline actions of all students to students with disabilities at the high school level. 56% of SWD at at least one day of ISS or more, compared to 18% of general education students.
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Overarching Need # 4

Overarching Need	Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	Our attrition rate is no higher than the rate in surrounding counties. When personnel leave the system we do evaluate the reasons for leaving employment within the system. The number one cause for attrition is retirement followed by personal family circumstances such as relocating.
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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 - Student performance on the ELA section of the Milestones End of Grade assessment does not meet district or state proficiency targets.

Root Cause # 1

Root Causes to be Addressed	Inconsistent and/or ineffective instructional materials has contributed to poor student achievement in ELA, reading, and writing.
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 Others :

Additional Responses	All three elementary schools use a basal series for reading, but none use the same series. Though we do not necessarily believe that all schools must use identical materials, it is a definite barrier for students who are highly transient between the schools. We will use a portion of our L4GA grant funds to purchase Book Worms materials for the three elementary schools. Book Worms will become the primary materials/methods for teaching the rigorous ELA GSE standards.
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Root Cause # 2

Root Causes to be Addressed	Professional learning for teachers at all levels has been product/program focused instead of standards focused, particularly at the elementary level.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : Title I Part E (L4GA)

Additional Responses	It has been a challenge to offer quality professional learningsince all three elementary schools have been focused on programs instead ofstandards and
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Additional Responses	effective practices. We will use a portion of our L4GGrant funds to purchase Book Worms materials and training for the three elementaryschools. Our professional learning to support literacy and improvement in ELA achievement will be rooted in research and effective practices instead of program/basal/series dependent. We have spent too much time and money on teaching teachers how to use materials instead of teaching teachers how to teach reading.
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Overarching Need - Student performance in mathematics as measured by either the Milestones EOG or EOC shows that many of our students are still performing at the beginning or developing level.

Root Cause # 1

Root Causes to be Addressed	Inconsistent materials,a lack of curriculum alignment and instruction that focuses on product over process has led to poor student achievement in mathematics.
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 - Parent and Family Engagement Program Others : Local or state funds

Additional Responses	Our parent surveys at the four Title I schools in the county have all identified a need for building parent capacity when it comes to helping their child with math homework at home. Our parents are uncomfortable helping their students with their work because their child has been taught differently than they were taught in school.
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Root Cause # 2

Root Causes to be Addressed	Inconsistent instructional materials and lack of high quality professional development for mathematics instruction has led to gaps within and between schools in math achievement.
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 II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : Local, state funds

Additional Responses	In the spring of 2018 teachers in K-8 began developing consistent math curriculum frameworks based on the GSE that included lessons, activities, and
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Additional Responses	assessments. Our high school already has these curriculum documents in place. These frameworks, housed in Google Drive are available to all teachers and are continually expanded and refined.
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Overarching Need - Many students are not invested in their own learning and/or may require additional intervention to master rigorous content standards.

Root Cause # 1

Root Causes to be Addressed	Schools need to reevaluate and revise their specific MTSS plans to focus on evidenced based interventions as opposed to best practices.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	All schools have an MTSS protocol, but many protocols focused primarily on best practices as opposed to evidence based interventions.
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Root Cause # 2

Root Causes to be Addressed	All schools have noted that students are not monitoring their own progress, setting personal goals or actively engaging in their own learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	All five schools noted in their school level CNA this spring that students are not taking ownership for their own learning and are not setting and then striving to meet personal academic goals. Teachers want students to become actively engaged in learning.
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Overarching Need - Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district.

Root Cause # 1

Root Causes to be Addressed	New employees both in the classroom and in leadership positions must have additional training beyond what was required for certification.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	We have developed a New Teacher Induction Program and also a Leadership Consortia for new employees. These plans are updated and revised each year based on need. Both of these programs include specific professional learning and a structured mentoring program.
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District Improvement Plan 2018 - 2019



Fannin County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fannin County
Team Lead	Sarah Rigdon

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below) We cannot uncheck the "other" box. It remains checked. We use free/reduced meal applications to identify students in poverty. We do not use other methods.

2. DISTRICT IMPROVEMENT GOALS

2.1 Creating Improvement Goals

Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific	Measurable	Attainable	Relevant	Time-Bound
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the District and its resources
- EL-5 Driving improvement efforts

Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student performance on the ELA section of the Milestones End of Grade assessment does not meet district or state proficiency targets.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent and/or ineffective instructional materials has contributed to poor student achievement in ELA, reading, and writing.
Root Cause # 2	Professional learning for teachers at all levels has been product/program focused instead of standards focused, particularly at the elementary level.
Goal	In 2018-19, students taking the Milestones ELA assessments will meet or exceed the 3% achievement improvement targets. Elementary: current performance 62.77 Improvement target 63.88 Middle School: current performance 66.81 Improvement target 67.81 High School: current performance 80.00 Improvement target 80.6

Action Step # 1

Action Step	All schools will implement their DOE-approved, Year One Performance Plan required by the L4GA grant and will benchmark their progress through implementation status checks at district improvement meetings.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B IDEA
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 and Effectiveness	Plan reviews at monthly school improvement meetings Quarterly reviews at district improvement meetings walk throughs/TKES assessments at the school level
Position/Role Responsible	Instructional staff School leadership teams Academic Coaches Literacy Coach Central Office leadership

Action Step # 1

Timeline for Implementation	Others : on going
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Our P-20 partner is the University of North Georgia. They are interested in partnering with us to place college students in classrooms to provide tutoring in reading or other classes. We have a robust community partnership for the Get Georgia Reading initiative which is coordinated by our half-time system level Literacy Coach. We work collaboratively with community organizations to help improve literacy in the community (i.e. Rotary Club and the Ferst Foundation)
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Action Step # 2

Action Step	In 2018-19, all instructional staff will participate in professional learning that focuses on utilizing evidence based strategies to improve literacy.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Monthly school improvement meetings Quarterly plan implementation reviews at district improvement meetings professional learning requests, verifications, and artifacts
Position/Role Responsible	Principals Professional learning coordinator District improvement coordinator
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	University of Delaware partnership to provide PL for Book Worms for the three elementary schools. Disciplinary Literacy training with ReLeah Lent, private educational consultant (Fannin County High School only)
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Action Step # 3

Action Step	Title I schools will provide evidence based interventions to students that are performing below proficiency in reading or ELA.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	School Improvement action plan reviews Student performance data reviews and progress monitoring Title I paraprofessional schedules MTSS records
Position/Role Responsible	Title I Director Principals Academic Coaches Instructional Staff
Timeline for Implementation	Weekly

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

Action Step	Students in first through twelfth grades will be assessed using Measuring Academic Progress (MAP) twice per year to measure current level of performance and growth in reading.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Student assessment results Data review at school and district improvement meetings
Position/Role Responsible	Director of Assessment Principals Instructional staff
Timeline for Implementation	Others : semester

What partnerships 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)?	We have purchased the MAP assessments from NWEA using local funds. The MAP assessments will provide formative assessment data to drive instruction and support the MTSS protocol at the school level to determine areas requiring intervention.
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Action Step # 5

Action Step	The FCSS along with students and personnel from Fannin County High School will provide books to children in our community that are not old enough to be enrolled in school (newborns and three year olds) through our Get Georgia Reading partners.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	requisitions and invoices for books calls, emails, and contacts with local partners agendas and sign in sheets from community partner meetings community feedback
Position/Role Responsible	District leaders School Board members FCHS Literacy Coach FCHS driver's education teacher FCHS early childhood pathway teachers

Action Step # 5

Timeline for Implementation	Others : on-going
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<p>What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?</p>	<p>Our local school board has committed \$20,000 in local funds to promote early literacy in our community. We have a robust community partnership that includes local pediatricians, the Fannin County Health Department, the Fannin County Public Library, the University of North Georgia, Rotary Club members and private business owners. Periodically our early childhood pathway students pack our "literacy bags" that contain age and developmentally appropriate books for newborns and 3 year olds (English and Spanish versions are available for each age group) and our driver's education students deliver the bags to distribution points in the county. It's truly a community effort.</p>
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2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student performance in mathematics as measured by either the Milestones EOG or EOC shows that many of our students are still performing at the beginning or developing level.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inconsistent materials, a lack of curriculum alignment and instruction that focuses on product over process has led to poor student achievement in mathematics.
Root Cause # 2	Inconsistent instructional materials and lack of high quality professional development for mathematics instruction has led to gaps within and between schools in math achievement.
Goal	In 2018-19, students taking the Milestones Math assessments will meet or exceed the 3% achievement improvement targets. Elementary: current performance 61.44 Improvement target 62.59 Middle School: current performance 70.93 Improvement target 71.80 High School: current performance 78.57 Improvement target 79.21

Action Step # 1

Action Step	Kindergarten through 8th grade math teachers will work collaboratively in vertical and horizontal teams to align, prioritize, and develop evidenced based lessons, activities, and assessments to support student mastery of the math standards.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	professional learning leave requests and verifications sign in sheets completed mathematics frameworks and units TKES observations
Position/Role Responsible	School leadership teams District leadership Academic Coaches K-8 math teachers

Action Step # 1

Timeline for Implementation	Others : on going
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Pioneer RESA staff; private consultants (if needed)
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Action Step # 2

Action Step	All students in first through eighth grades and students enrolled in a math course in grades 9-12 will take the Measuring Academic Progress (MAP) assessment twice per year to provide formative assessment data for instruction and/or intervention.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Benchmark results Differentiation in math lesson plans Intervention plans
Position/Role Responsible	School leadership teams Academic Coaches Math teachers K-12
Timeline for Implementation	Others : Semester

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

Action Step	Title I schools will develop workshops, training or other events to build their parents' capacity to assist their child in meeting grade level math standards.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School level Family Engagement Plans Sign in sheets with agendas Artifacts of workshops, training, or events
Position/Role Responsible	School level leadership teams Title I Parent Liaisons Title I Director
Timeline for Implementation	Others : Semester

What partnerships 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)?	Pioneer RESA may provide technical assistance for creating video math lessons to post on school websites.
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Action Step # 4

Action Step	Title I schools will identify and provide approved, evidence based interventions to students that are performing below grade level in mathematics.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	School improvement plan timelines MTSS records Student progress monitoring data Title I paraprofessional schedules

Action Step # 4

Position/Role Responsible	Title I Director Principals Academic Coaches Instructional Staff
Timeline for Implementation	Weekly

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

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Many students are not invested in their own learning and/or may require additional intervention to master rigorous content standards.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Schools need to reevaluate and revise their specific MTSS plans to focus on evidenced based interventions as opposed to best practices.
Root Cause # 2	All schools have noted that students are not monitoring their own progress, setting personal goals or actively engaging in their own learning.
Goal	In 2018-19 all schools will revise their MTSS protocols to include evidenced based interventions and develop school specific plans to increase student goal setting, engagement and self monitoring of performance.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
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
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	During 2018-19, school-based MTSS teams will review/edit/revise their protocols to include evidenced based interventions for students who have academic or behavioral needs.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Sign in sheets Professional leave requests MTSS protocols
Position/Role Responsible	School based teams Instructional staff Director of Student Services
Timeline for Implementation	Yearly

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

Action Step	The district technology department will create Infinite Campus user accounts for students in grades six through twelve to facilitate self-monitoring of upcoming class assignments and current grades.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 2

Method for Monitoring Implementation and Effectiveness	Student training materials for accessing and using Infinite Campus Student log in records
Position/Role Responsible	School level leadership teams District SIS personnel Instructional staff
Timeline for Implementation	Yearly

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

Action Step	Teachers who are implementing the 1:1 device initiative will participate in professional learning that supports the implementation of G Suite to maximize personalized learning opportunities for all students.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Teacher G Suite Product Usage reports Student G Suite Product Usage reports
Position/Role Responsible	Instructional staff School leadership Professional learning coordinator Title IIA Director
Timeline for Implementation	Others : On going

What partnerships with IHEs, business, Non-Profits, Community based	All students in grades 8-12 will be assigned a Chromebook provided through GOSA. All students involved in the 1:1 device initiative must complete Digital Citizenship training using the interface Nearpod. Google GA Representatives will
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Action Step # 3

What partnerships 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)?	provide support to the district for G Suite products, including an initial audit in August.
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Action Step # 4

Action Step	All schools will provide opportunities for and encourage students to participate in sports, extracurricular activities or clubs and events to improve attendance and promote the development of a well rounded student.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monthly extracurricular updates at school board meetings school improvement plans
Position/Role Responsible	Principals Coaches Club sponsors Instructional staff
Timeline for Implementation	Monthly

What partnerships 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 North Georgia Garden Club; the Rotary Club; sports booster clubs; TVA; Tri-State EMC; Mercier's orchards; Blue Ridge Mountain Arts Association; Georgia Mountain Research and Education Center
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2. DISTRICT IMPROVEMENT GOALS

2.5 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Faculty/staff attrition necessitates that we hire or transfer employees into new positions. These employees require specific, intensive training and on-going coaching to ensure consistent quality in our classrooms, schools and district.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	New employees both in the classroom and in leadership positions must have additional training beyond what was required for certification.
Goal	In 2018-19 the FCSS will provide structured support, mentoring and job embedded training through our New Teacher Induction program and Leadership Consortia.

Equity Gap

Equity Gap	Teacher Retention
Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	The New Teacher Induction Plan will be implemented with fidelity throughout the 2018-19 school year. This plan includes specific training sessions, a peer mentoring component, and leadership sign offs that professional learning has occurred.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Sign in sheets, agendas, and training artifacts from the New Teacher Induction meetings Completed mentoring logs
Position/Role Responsible	Title IIA director Principals Mentor teachers
Timeline for Implementation	Quarterly

What partnerships 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)?	Pioneer RESA supports the New Teacher Induction by providing PL opportunities both on their site and here within the county as needed. Much of the content for the training is housed in Google so that it is easily and readily accessible.
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Action Step # 2

Action Step	Principals and assistant principals with three or fewer years of experience along with district leaders with two or fewer years of experience will participate in the locally developed Leadership Consortia to provide structured support and mentoring.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Leadership consortia agendas, sign in sheets, and artifacts available on Simbli LKES self assessments LKES summative assessments in spring 2019

Action Step # 2

Position/Role Responsible	District leadership School leadership
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	Pioneer RESA provides opportunities for professional learning to build leadership capacity both at their site and here in the county.
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.

District and school administrators collaborate continually with all stakeholders (teachers, paraprofessionals, parents, business partners, etc.) to gather data for the annual needs assessment. This information is collected through formal and informal meetings, stakeholder surveys, and needs assessments. A professional learning needs assessment is conducted in the spring each year which reaches all employees across all employee classifications. Annual school and district achievement data is collected as part of the needs assessment. Throughout the year various stakeholder groups like parent advisory committees, school governance teams, parent/teacher organizations, and school improvement teams meet to address school and/or district needs. Our higher education partner (University of North Georgia) is invited to review our draft equity plan online as it is developed as well as participate in stakeholder meetings. District leaders are involved in community interaction through the Leadership Fannin program which is sponsored by the local Chamber of Commerce.

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 ineffective, out-of-field, or inexperienced teachers.

Student access to experienced, high performing teachers is monitored to ensure that lower achieving and/or minority students have equal access to teachers with the most experience and/or the highest degrees through school level Infinite Campus reports. These reports are reviewed by the principal making the class assignments. If an inequity occurs, this should be resolved either by internal moves in teacher placement or by recruiting teachers with necessary experience levels and placing them in areas created by attrition. In addition, teacher experience equity is reviewed with principals based on data from the PSC reports each year. Decisions at the system level are also made based on reviewing student data to determine where the greatest need lies. Fannin County maintains a high retention rate for teachers at all levels.

Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<p>Professional learning needs are determined at the district and school levels from a variety of sources including an annual professional learning survey, TKES/LKES self assessments or observations, and review of summative student achievement data by school based and district based improvement teams.</p> <p>School Improvement Teams at each school develop site based professional learning budgets and plans based on their data and specific school improvement goals. In 2018-19 all schools completed the CLIP SLDS process with their school improvement teams to ensure their SI goals are rooted in data and accurately reflect the needs for each site. Academic coaches, funded locally, spearhead the MTSS process and are integral parts of the school improvement process. In addition to monthly school improvement team meetings, the District School Improvement Team also meets monthly. Professional learning needs for the district are frequently discussed at these meetings of district leaders, school principals and academic coaches.</p> <p>While the implementation of the MTSS protocol has increased the use of differentiation in classrooms, teachers continue to need support meeting the needs of all learners and selecting research based interventions for students who are not meeting the rigorous academic standards of the GSE.</p> <p>TKES and LKES evaluation instruments also provide data that shows teacher weaknesses and strengths which may also be used in developing appropriate professional learning for our teachers. In addition to professional learning that is focused on standards and achievement, integrating instructional technology effectively and using strategies to improve higher order thinking in the classroom continue to be areas for improvement. In SY 2017-18 we developed a local Leadership Consortia to support our new principals as they work with their teachers and school community. We provided principals with hands-on, specific training in many different areas including budgeting, evaluations, improving student outcomes and school improvement.</p>
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PQ – Intent to Waive Certification

<p>State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).</p>	<p>Fannin County waives certification under Georgia Charter Law. However, it is our intent to follow in-field certification rules with the exception to Arts, AV Technology and Communications Career Cluster courses in grades 9-12 that require certification FLD652 or FLD769.</p>
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PQ – Waiver Recipients

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The</p>	<p>Currently, we only will waive certification for courses in the Arts, AV Technology and Communications Career Cluster, grades 9-12 that require certification FLD652 or FLD769.</p>
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PQ – Waiver Recipients

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement.</p>	<p>Currently, we only will waive certification for courses in the Arts, AV Technology and Communications Career Cluster, grades 9-12 that require certification FLD652 or FLD769.</p>
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PQ – Minimum Qualification

<p>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.)</p>	<p>Fannin County is waiving certification for courses in the Arts, AV Technology and Communications Career Cluster. This includes the following courses: Audio and Video Technology and Film I: Course Number 10.51810 Audio Video Technology and Film II: Course Number: 10.51910 Audio Video Technology and Film III: Course Number: 10.52010 Broadcast Video Production Applications: Course Number: 10.51410 In lieu of certification in FLD652 - AUDIO/VIDEO TECHNOLOGY AND FILM or FLD769 - ENGINEERING AND TECHNOLOGY, Fannin County will allow a person with five or more years in the AV Technology field along with a clearance certificate and an additional field for grades 6-12 to be the teacher of record for the courses in the aforementioned pathway.</p>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.</p>	<p>Schools submit their Prioritized Needs to the district every spring in preparation for the new school year. Allocation of funds from the district to the schools is based on these prioritized needs as well as student enrollments, achievement data and other sources. During the spring, schools also notify the district if there will be additional funds needed for training due to changes in student enrollment, new hiring, new courses or career pathways. Schools develop their individual school improvement plans based on data and determine appropriate SMART goals for the upcoming school year. These plans are submitted to the District and then approved if appropriate or returned to the school for revision if needed. Title IIA budgeting decisions are made based on data which includes the level of student</p>
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State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.</p>	<p>need, the gravity of need for improvement, and program guidelines. Title IIA funds are prioritized to the schools based on needs that are identified in the equity plan as well as other needs found in the comprehensive needs assessment.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • 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. 	<p>Fannin County High School offers Career, Technical, and Agricultural Education (CTAE) Programs in the following programs: Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio, Video, Technology & Communication; Business Management & Administration; Education & Training; Health Science; Human Services; Information Technology, Marketing, and Science; and Technology, Engineering & Mathematics. Each CTAE Program has Career Pathways that have been developed for students to select and complete. Career Pathways have three specialized courses developed to provide students core elements, performance standards, and skills necessary after high school graduation to enter the workforce, choose a two-year technical college, a four-year college/ university, or the military for additional training. Additionally high school students are able to participate in several work-based learning opportunities in local businesses and schools within the district. Fannin County high school students can currently earn their CNA license or a Microsoft certification through pathway completion and assessment. Career, Technical and Agricultural Education Programs, coupled with robust academic courses provide students a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy. Each career pathway, combined with the Georgia Standards of Excellence in the academic classes, provides students with the knowledge and skills necessary for career readiness and success no matter which path students choose after high school graduation.</p> <p>CCRPI data for 2017:</p> <p>Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study. &ndash; 98.64%</p> <p>Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment). &ndash; 85.57%</p> <p>Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project. &ndash; 96.64%</p> <p>Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT ; or scoring at least 480 out of 800 on Evidence-Based Reading and Writing and 530 out of 800 on Math portion of SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams: 77.46%</p> <p>Percent of graduates earning high school credits for accelerated</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • 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. 	<p>enrollment through Move on When Ready: 43.61%</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Fannin County schools first implemented Positive Behavior Intervention Support teams in 2009. Each school has a PBIS team and a PBIS protocol/procedure. Schools annually submit a BoQ and annual report. School based PBIS teams meet monthly to review student discipline data and trends. Schools develop incentives for good behavior and the benchmarks associated with school wide celebrations. When reviewing the data there was a higher incidence of discipline infractions for students with disabilities at the high school level. This school will develop goals within their specific improvement plan to address disparities. The PBIS teams in Fannin are ready to participate in Tier 2 PBIS training. Our high school and one of the elementary schools had a higher rate of in school suspensions for students with disabilities in 2017-18 when compared to general education students. Those schools have reviewed their data and will develop school-level goals aligned to reducing this gap in 2018-19.</p>
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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:</p> <ul style="list-style-type: none"> • 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>We have counselors, graduation coaches and academic coaches at both the middle school and high school levels that work with all students to support their success and prepare them for high school and post-high school experiences. In addition to these personnel, we also locally fund a literacy coach and a dual enrollment coordinator at the high school. The high school offers a multitude of opportunities for 8th graders and their families to become familiar with the high school campus and its functioning. In February the students in 8th grade begin the transition to high school with course counseling and registration for their 9th grade classes. Additionally, 8th grade parents and students are invited to a special curriculum night also held in the spring before their entrance to the high school. The high school hosts a separate Open House for the incoming 9th grade two days prior to the first day of school and individual high school tours to students transitioning to the high school with an IEP.</p>
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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:</p> <ul style="list-style-type: none"> • 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>Once the year begins, there is a follow up 9th grade parent night at the end of the first nine weeks to make sure that everyone is off to a good start and has an opportunity to ask questions.</p> <p>Fannin High School participates in the college Dual Enrollment program which provides opportunities for eligible students to enroll part- or full-time in post secondary institutions and take college courses to earn both high school and college credit. Dual enrollment classes attended on the college campus follow the college calendar and while classes attended on the high school campus follow the high school calendar. Students participating in Dual enrollment college courses understand that the course is more rigorous and challenging than high school courses. Students are held to a higher degree of independent responsibility and accountability than in regular high school classes. Every Dual Enrollment student has a mid-term conference with the high school dual enrollment coordinator to review progress. Though we want to encourage our students to be challenged, the high school reserves the right to make scheduling changes based on the student's best interest to ensure a successful high school experience.</p> <p>When students with disabilities are in 8th grade they have an initial individualized transition plans to accommodate their needs in order for them to meet their post-secondary goals. These plans are individualized based on the student's needs and are adapted and maintained with the individualized education plan. The Fannin County School System works in conjunction with Vocational Rehabilitation serves to assist with transitions and post-secondary needs as well.</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>Elementary Principals and district office staff meet annually with the parents of students enrolled in the pre-K/Headstart program to discuss the transition from preschool to the elementary school. We currently have two pre-K classrooms: one housed at Blue Ridge Elementary and the other housed in the same facility as the Ninth District Headstart Program and serves our 3-5 year old students with disabilities. During kindergarten registration each spring, parents are provided with information about the elementary school and the kindergarten educational program. At registration, students are given a locally developed universal screening to determine an appropriate kindergarten classroom placement. The results of the screening are used to identify students who may benefit from additional services such as Early Intervention. After enrollment, new kindergartners and their families are invited back to the campus in mid-May for a guided tour of their elementary school campus. This event is coordinated by the Title I Parent Liaison at each elementary. Finally, there is an Open House the day before the first day of school where all students and their families can come in and meet their teacher. The parents of students who have received special education services through pre-K/Headstart are transitioned to the elementary school during the spring prior to their</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>enrollment in Fannin County Schools when the new IEP is developed for Kindergarten. These students and their families meet their teachers and see their classrooms during the transition meetings. If special transportation is needed, these arrangements are also made during this time. Individual tours are also given at the transition meeting to make sure that both the student and the family is comfortable in their new school.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.</p>	<p>Fannin County does not operate any Title I targeted assistance programs in any of our schools.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<p>Instruction in all schools is standards-focused and designed to ensure mastery of the content by all students. All core content area courses are rooted in the Georgia Standards for Excellence, utilizing instructional best practices. Along with strong Tier 1 instruction during content classes, students who are not performing up to mastery receive intervention during their academic classes or at other designated times. (The high school has a flex time daily from 2:40-3:10 where students can receive additional help or support from their teachers). At all levels, students participate in universal screenings to ensure that each student is progressing appropriately. Students who are not meeting the established criteria for the universal screenings are referred to the school's MTSS team for targeted intervention. Students in Tier 2 or Tier 3 of our MTSS protocol have an individual intervention plan that is monitored every two weeks to ensure that they are progressing appropriately. Students who are not making adequate progress are elevated through the tiers of our intervention protocol. Tier 3 is SST-driven and provides intensive assistance and more frequent progress monitoring. If the results of the interventions are minimal or insufficient, students are referred for full psychological testing. Fannin County Schools offer special education services using a variety of models including inclusion, supported instruction, collaborative instruction, and resource classes.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> • the use of the Title I, Part C Occupational Survey; • the timely transfer of pertinent school records, including information on health, when children move from one school to another; and • how the district will use the Migrant Student Information Exchange (MSIX). 	<p>All schools in the Fannin County School System distribute the Occupational Survey provided by the GaDOE MEP Region 1 Office coordinator to identify migrant students. Once identified, the system coordinates with the GaDOE MEP Consortium Specialists from Abraham Baldwin Agricultural College (ABAC) to provide MEP services to eligible students. Migrant students at the elementary and middle schools are provided additional services through Title I funding as those schools have School-wide programs. High school students are served as needs are identified through other state and local funding sources. The system liaison is also our Director of Achievement; she is aware of who these children are and can identify additional services if necessary. The Occupational Survey is sent home with all new students at the beginning of each year in English and Spanish. Should it become necessary to provide this survey in other languages, the system will do so in order to reach all families. We have personnel on staff that can translate needed documents into Spanish including a bilingual, Spanish-speaking Parent Liaison. If other languages become needed, we will privately contract for translation services. Resources such as the local Health Department, the County Extension Office, the Fannin County Department of Family, Migrant Exchange program and Family Connection are all available on an as needed basis to support the school system in our effort to meet these needs. We are aware of the services available to help make transferring into the school system from another school system as smooth as possible for our students. We have registrars at each of our schools who contact previous schools for transcripts and records; if needed we contact MEP for additional support.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.</p>	<p>This year one of our ESOL teachers tutored migrant preschoolers (through MEP) at Mountain Education Charter High School while their parent(s) worked toward receiving their high school diploma. The LEA works with the school system social worker to identify homeless children and other at-risk students such as migrant students to ensure that they are in school and are provided the support needed to keep them in school. Our system social worker works with families to keep their students in school or help them transition to another school if that is their choice. We have quite a few students who choose to leave our traditional high school in favor of Mountain Education Charter High School which operates in the evenings at our middle school campus. Though we understand that some students may feel that a change in enrollment is best for them, we make every effort to keep our students in our high school. We have a strong relationship with MECHS and work very collaboratively with them to help our students graduate from high school.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	<p>We will provide training for transition plans that will include effectiveness in addition to a basic compliance exercise. Utilize resources and collaborate with Vocational Rehabilitation Services to increase the successful transition and student understanding of the transition from high school to the post-secondary setting. Increase the expectation for conducting ASPIRE meetings with additional professional development for new teachers and veteran teachers on an as needs basis. Utilize a blended learning environment at the high school level with students having the option of earning credits through the online learning lab. (Sections in the learning lab will be reserved special education students.)</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; 	<p>Coordinate and collaborate with area childcare centers, pediatricians, Bright from the Start, Babies Can't Wait and other agencies to assist in identifying children's needs at an early age. The instructional staff who serves our 3-5 year old students with disabilities will work to coordinate literacy through the L4GA grant our county was just awarded. We will use ABLS (Assessment of Basic Language and Learning Skills) to assist in assessing the appropriate instructional goals for our young students. Maintain the subscription to the ABA skills program, Teach Town, and provide professional learning to new and/or relevant staff members.</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; 	<p>The special education specialist, Director of Student Services, and PIONEER RESA, will provide on going professional development at a minimum. All schools in Fannin County will participate in the L4GA grant; students with disabilities as well as those without will benefit from the evidence based instructional materials, assessments, and professional learning that the grant will provide. There will be professional learning opportunities to increase the fidelity of progress monitoring and then using this data to maximize the educational benefit for the students.</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> ● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. 	<p>Develop a professional learning community for special education lead teachers at each of the schools in our district to review the state and federal laws and regulations to increase their capacity for leading their school based special education teams. New special education teachers will have professional learning sessions that are specifically IDEA related in addition to the other opportunities they will have through new teacher training in our system. Work sessions with the special education specialist, special education team leads and/or student services director to focus on due process and compliance will occur throughout the year. Monthly monitoring of IEPs will occur along with mandatory, random self-checks using a due process rubric.</p>

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

(Areas of identified issues will be addressed and a corrected.)
 Continuous communication and professional learning for the special education teams via the special education specialist, the student services director, GaDOE webinars, GLRS and/or PIONEER RESA regarding the state and federal laws and regulations will be a consistent practice.

FANNIN COUNTY BOARD OF EDUCATION

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SUPERINTENDENT
Dr. Michael Gwatney

BOARD MEMBERS
Bobby Bearden
Lewis DeWeese
Terry Bramlett
Chad Galloway
Steve Stanley



The Fannin County School System is not a direct-funded Title I Part C district. We are not required to submit an ID&R Plan.

The Fannin County School System does not discriminate on the basis of race, color, national origin, sex, age, religion, creed, or disability in admission to its programs, services, and activities, in access to them, in treatment of individuals, or in any aspect of their operations. For additional information or referral to the appropriate system coordinator, contact the system superintendent's office at 2290 East First Street, Blue Ridge, Georgia 30513 or 706-632-3771.



FY19 Foster Care Transportation Plan

Local Educational Agency (LEA) Fannin

Superintendent Name Dr. Michael Gwatney

Mailing Address 2290 East First Street

Physical Address (if different from above) _____

City Blue Ridge **Zip** 30513

Foster Care Point of Contact (POC) Name Tara Cantrell **POC Email** tcantrell@fannin.k12.ga.us

POC Mailing Address 4560 Old Hwy. 76

City Blue Ridge **Zip** 30513

POC Telephone 706 632 6100 **POC Fax** 706 632 0461

 _____ 5/3/2018
Superintendent Signature Date

Dr. Michael Gwatney
Print Name of Superintendent

FY19 Foster Care Transportation Plan

The Georgia Department of Education (Department) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the Department must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the Department's student information system for information sharing and reporting purposes; however, on the local level, LEAs will be notified directly by foster parents, Court Appointed Special Advocate, DFCS case workers or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the Department is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Tuesday, July 31, 2018

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY19 Foster Care Transportation Plan".
- Access the Consolidated Application for FY19.
- Go to the attachments tab.
- Upload the signed PDF version of the document.
- Email confirmation of your submission to the Department Foster Care Point of Contact, Ms. Whitney Mitchell, at wmitchell@doe.k12.ga.us.

FY19 Foster Care Transportation Plan

NOTE: *In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.*

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Coordination will occur between Case Managers, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates when applicable, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child, with "no cost options" explored first. In the event that no cost options are not feasible and additional costs are incurred, SCHOOL SYSTEM and DFCS will share transportation costs: DFCS assuming responsibility for extraordinary costs such as contracting with transportation companies, and SCHOOL SYSTEM assuming liability for costs associated with re-routing SCHOOL SYSTEM transportation. In the event of a dispute, ESEA section 1112(c)(5)(B)(i), SCHOOL SYSTEM will provide or arrange for adequate and appropriate transportation during the dispute resolution process.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

SCHOOL SYSTEM and DFCS will work cooperatively to ensure that transportation is not a barrier to the educational stability of children in foster care. Partners will follow the steps outlined below if they face difficulty reaching an agreement:

1. SCHOOL SYSTEM will assume financial responsibility for costs incurred as the result of the re-routing of school buses while DFCS will assume financial responsibility for costs associated with reimbursing foster parents for travel or contracting with local transportation companies.
2. Disputes will be forwarded to the SCHOOL SYSTEM Federal Program Director and DFCS County Director for resolution.
3. Final determination of how to pay additional transportation costs will be made by the Transportation Director.
4. In accordance with ESEA section 1112(c)(5)(B)(i), the SCHOOL SYSTEM will provide or arrange transportation to and from the child's school of origin during the dispute resolution process.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*

The SCHOOL SYSTEM Homeless Liaison will serve as the point of contact that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include: thoughtful Best Interest



FY19 Foster Care Transportation Plan

Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and, immediate enrollment and records transfer. In addition, the SCHOOL SYSTEM POC will facilitate training for SCHOOL SYSTEM staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in SCHOOL SYSTEM; and, ensure effective and confidential data collection and sharing.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	Yes		
2. The LEA agrees to pay for the cost of such transportation.	Yes		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, SCHOOL SYSTEM and DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles round trip. The SCHOOL SYSTEM will assume financial responsibility for costs associated with re-routing SCHOOL SYSTEM transportation.

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

FY19 Foster Care Transportation Plan

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Fannin County
LEA Name

Dr. Michael Gwatney
Printed Name of Superintendent

Superintendent
Title


Signature of Superintendent
(Please sign in blue ink only)

5/3/18
Date



Fannin County School System
Parent and Family Engagement Policy/Plan
SY 2018-19
Revised May 17, 2018

In support of strengthening student academic achievement, the Fannin County School System receives Title I, Part A funds and therefore must jointly develop and disseminate to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The Fannin County School System agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children including children who are under the care of CCI/CPA (such as *Open Arms*) who are acting as the guardian for children in their care.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.
- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- Other activities are carried out, such as those described in Section 1116 of the ESEA.

JOINTLY DEVELOPED

The Fannin County School System will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

- Invite parents/guardians as well as interested community members to review the school and district engagement and improvement plans annually and give feedback;
- Invite parents/guardians to district and school sponsored functions to encourage an equal partnership in educating their child;
- Ensure that current engagement and improvement plans for all schools and the district are available on the system or school websites for parent or guardians to access;
- Reserve two seats on every school's local School Governance Team for parent/guardian representatives;
- Publish, advertise, and encourage parent/guardian involvement in school committees which may include but are not limited to the School Improvement and/or Positive Behavior Intervention Support Teams and Parent Advisory Groups.

TECHNICAL ASSISTANCE

The Fannin County School System will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

- Provide guidance to schools regarding their school level engagement plan;
- Reach out and encourage community businesses to support parent/guardian employees by allowing them to attend school events, including parent conferences, which may occur during their work day.

ANNUAL EVALUATION

The Fannin County School System will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies. The system will:

- Identify participation barriers cited by parents, particularly parents who are economically disadvantaged, are disabled, have limited English proficiency (LEP), have limited literacy, or are of any racial or ethnic minority background.
- Develop solutions to remove the barriers of participation which may include scheduling events at different times of the day, offering multiple opportunities to participate, or providing childcare if needed.

RESERVATION OF FUNDS

The Fannin County School System will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools. Parents will have an opportunity every fall to review this budget and make suggestions for expenditures by attending Parent Advisory Group meetings or contacting the Parent Liaison at each elementary school or the Parent Involvement Coordinator at the middle school. Additionally, parents will be surveyed regarding the best use of these funds.

COORDINATION OF SERVICES

The Fannin County School System will develop and offer parent and family engagement opportunities to children in Fannin, to the extent feasible and appropriate, who are enrolled in other Federal, State, or local early learning programs such as Head Start, Bright from the Start pre-K, or other preschool programs. Fannin County will continue to provide to our residents resources such as the early literacy book bags for newborns and three year olds to help support literacy in our area.

BUILDING CAPACITY OF PARENTS

The Fannin County School System will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy)

to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

BUILDING CAPACITY OF SCHOOL STAFF

The Fannin County School System will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by offering trainings, workshops, and other professional learning opportunities to support the relationship between home and school. The topics for these relationship building trainings will be determined by survey, input from parents, and input from the faculty and staff.

BUILDING CAPACITY FOR INVOLVEMENT

The Fannin County School system will build involvement for all groups of stakeholders by:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Training parents to enhance the involvement of other parents
- Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children or with parents who are unable to attend those conferences at school

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by stakeholder feedback meeting agendas, sign in sheets, and other documentation between March and May of 2018..

This policy was adopted by the Fannin County School District on May 17, 2018 and will be in effect for the period of the 2018-2019 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 7, 2018.