



# Comprehensive Needs Assessment 2025 - 2026 District Report



Atlanta Heights Charter School

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

| Program                       | Position/Role                           | Name                               |
|-------------------------------|---|------------------------------------|
| Multiple Program(s)           | Superintendent/Assistant Superintendent | Juanita Daunoy                     |
| Multiple Program(s)           | Federal Programs Director               | Jordan Cutts                       |
| Multiple Program(s)           | Curriculum Director                     | Brandy Benoit                      |
| Multiple Program(s)           | School Leader (#1)                      | Juanita Daunoy                     |
| Multiple Program(s)           | School Leader (#2)                      | Ayandra Kelly                      |
| Multiple Program(s)           | Teacher Representative (#1)             | Shacara Bridges                    |
| Multiple Program(s)           | Teacher Representative (#2)             | Evan Mitchell (Wellness Committee) |
| McKinney-Vento Homeless       | Homeless Liaison                        | Juanita Daunoy                     |
| Neglected and Delinquent      | N&D Coordinator                         | Juanita Daunoy                     |
| Rural                         | REAP Coordinator                        | Juanita Daunoy                     |
| Special Education             | Special Education Director              | Juanita Daunoy                     |
| Title I, Part A               | Title I, Part A Director                | Jordan Cutts                       |
| Title I, Part A               | Family Engagement Coordinator           | Ayandra Kelly                      |
| Title I, Part A - Foster Care | Foster Care Point of Contact            | Juanita Daunoy                     |
| Title II, Part A              | Title II, Part A Coordinator            | Jordan Cutts                       |
| Title III                     | Title III Director                      | NA                                 |
| Title IV, Part A              | Title IV, Part A Director               | NA                                 |
| Title I, Part C               | Migrant Coordinator                     | Juanita Daunoy                     |

#### Recommended and Additional Team Members

| Program             | Position/Role                       | Name |
|---------------------|-------------------------------------|------|
| Multiple Program(s) | Assistant Superintendent            |      |
| Multiple Program(s) | Testing Director                    |      |
| Multiple Program(s) | Finance Director                    |      |
| Multiple Program(s) | Other Federal Programs Coordinators |      |
| Multiple Program(s) | CTAE Coordinator                    |      |

## Recommended and Additional Team Members

| Program             | Position/Role  | Name  |
|---------------------|--|---|
| Multiple Program(s) | Student Support Personnel  | Taylor Menendez, Paraprofessional,<br>Danyale Hutson, Teacher |
| Multiple Program(s) | Principal Representatives  |   |
| Multiple Program(s) | High School Counselor / Academic Counselor                         |   |
| Multiple Program(s) | Early Childhood or Head Start Coordinator                          |   |
| Multiple Program(s) | Teacher Representatives  |   |
| Multiple Program(s) | ESOL Teacher   |   |
| Multiple Program(s) | Local School Governance Team Representative (Charter Systems only) | Tara Ross   |
| Multiple Program(s) | ESOL Coordinator   | Christopher Butts   |
| 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                                 | Tammy Parrish   |
| 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   | Tara Ross   |
| Title II, Part A    | Local Elected/Government Officials                                 |   |
| Title II, Part A    | The General Public   | Teondra Bennett - Parent                                      |
| 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   |   |
| 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                           |
|-------------------------------|--|--------------------------------|
| Multiple Program(s)           | Students (8th - 12th grade)  | NA                             |
| Multiple Program(s)           | Private School Officials   | NA                             |
| Migrant                       | Out-of-School Youth and/or Drop-outs                                     | NA                             |
| Title I, Part A               | Parent Representatives of Title I Students                               | Gabrielle Rasheed              |
| Title I, Part A - Foster Care | Local DFCS Contacts  | Kristin Toliver                |
| Title II, Part A              | Principals   | Juanita Daunoy                 |
| Title II, Part A              | Teachers   | Tammy Parrish, Shacara Bridges |
| Title II, Part A              | Paraprofessionals  | Taylor Menendez                |
| Title II, Part A              | Specialized Instructional Support Personnel                              | NA                             |
| Title II, Part A              | Other Organizations or Partners with relevant and demonstrated expertise | NA                             |
| Title III, Part A             | Parents of English Learners  | N/A                            |

#### Recommended and Additional Stakeholders

| Program             | Position/Role  | Name |
|---------------------|--|------|
| Multiple Program(s) | RESA Personnel   |      |
| Multiple Program(s) | Technical, College, or University Personnel  |      |
| 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  |      |

## Recommended and Additional Stakeholders

| Program                  | Position/Role   | Name |
|--------------------------|---|------|
| Migrant                  | Local Farmer, Grower, or Employer                             |      |
| Migrant                  | Family Connection Representatives                             |      |
| Migrant                  | Local Migrant Workers or Migrant Community Leaders            |      |
| 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  |      |

|   |  |
|---|--|
| How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives? | Multiple stakeholders including all parents, staff and board members, along with community partners are invited to participate in various Continuous School Improvement Meetings that are offered on multiple days/times each spring to maximize participation. Input is received through surveying participants. Ongoing needs assessment and improvement monitoring activities throughout the year also include various stakeholders including but not limited to, parents, parents of students receiving Title funded services, staff, school leadership and board members. |
|---|--|

|  |   |
|--|---|
| How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process? | <p>Throughout the year stakeholders are provided several opportunities to provide input into the needs assessment process including during the Fall Title I Parent Meeting, Annual Stakeholder Input Meeting(s), and Continuous School improvement Meetings. Feedback is requested via surveys.</p> <p>During these meetings stakeholders are included in the evaluation of effectiveness and contribute to the approval and/or revision of the following: - Parent and Family Engagement Policy/Plan, Parent-Student Compact, Continuous School Improvement Plan. During the needs assessment process, the Continuous School Improvement Team/Stakeholders.</p> <ul style="list-style-type: none"> <li>Analyzes goals and monitors implementation criteria for success. Review strategies, and action-based activities in relation to academic, demographic, systems, and subgroup data</li> <li>Ensures alignment of the curriculum implementation and educational program to State standards in core content areas, including</li> </ul> |
|--|---|

|  |   |
|--|---|
|  | <p>specific objectives and delivery of instruction with teaching and learning strategies that are based on research and best practices.</p> <ul style="list-style-type: none"> <li>· Builds a comprehensive professional development plan consistent with student academic performance needs.</li> <li>· Identifies parent and community resources that enhance instructor and student learning.</li> </ul> |
|--|---|

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.  | 2     |
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.   | 2     |
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.  | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.<br> |       |

## Teacher Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.  | 2     |
| 3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.   | 2     |
| 4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.  | 1.83  |
| 5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.   | 2     |
| 6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.   | 2     |
| 8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.  | 1.83  |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.<br> |       |

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

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

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

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

## Effective Leadership Data

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

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

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

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

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

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

## Effective Leadership Data

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

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

## Leader Keys Effectiveness System- Standard

| Standard   | Score |
|--|-------|
| 1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement. | 2     |
| 2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.   | 1     |
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.                                | 2     |

## Leader Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.  | 2     |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.   | 1     |
| 6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.   | 2     |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.   | 2     |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.  | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.<br> |       |

## Teacher Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.  | 2.33  |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.<br> |       |

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Leader Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.  | 2     |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.   | 1     |
| 6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.   | 2     |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.   | 2     |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.  | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.<br> |       |

## Teacher Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.   | 2     |
| 9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.  | 2.33  |
| 10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.   | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.<br> |       |

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

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

## Leader Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.   | 1     |
| 8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.   | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.<br> |       |

## Teacher Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 10. Communication:The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.  | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.<br> |       |

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Leader Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.  | 2     |
| 2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.  | 1     |
| 3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.   | 2     |
| 4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.  | 2     |
| 5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.   | 1     |
| 6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.   | 2     |
| 7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.   | 2     |
| 8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.  | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2024-2025 Implementation Handbook</a> for further guidance regarding LKES scores.<br> |       |

## Teacher Keys Effectiveness System- Standard

| Standard  | Score |
|---|-------|
| 1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.   | 2     |
| 2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.  | 2     |
| 3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.   | 2     |
| 4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.  | 1.83  |
| 5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.   | 2     |
| 6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.   | 2     |
| 7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.  | 2     |
| 8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.  | 1.83  |
| 9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.  | 2.33  |
| 10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.   | 2     |
| Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for teachers through the 2023-2024 school year; with this flexibility, not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2024-2025 Implementation Handbook</a> for further guidance regarding TKES scores.<br> |       |

## 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).

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|---|--|
| <p>What perception data did you use?<br/>[examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p> | <p>Perception data used to assess 2.1 - 2.5 include:<br/>03's (supervisory meetings), grade level team meetings, Dean &amp; Instructional coach supports and classroom and leadership observations &amp; NHA school quality support and guidance standards and expectations. Parent, teacher and staff surveys, meeting documentation and school and NHA service center communications.</p>  |
| <p>What does the perception data tell you?<br/>(perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>   | <p>The perception data continues to indicate the need to maintain high intensity of weekly supervision (03) meeting expectations. This will support teacher development through regular monitoring and support of staff in effectively implementing the rigorous strategies and pedagogical methods of the classroom framework. Regular progress monitoring will continue and classroom framework status scoreboards will be "real time" maintained with visible status for all to create healthy encouragement.</p> <p>We were able to make gains in all grade levels in the area of math with the exception of 6th grade. In addition, our overall 3-8 percentage in math increased by 1%. We were also able to make gains in ELA in grades 3rd, 6th, 7th, and 8th. 5th grade percentage stayed the same. Our overall 3-8 percentage in ELA increased by 2%. Our science scores went down slightly in 5th grade and our 8th grade scores improved causing our overall 3-8 percentage points to remain at 20% proficiency.</p> <p>Evaluating staff feedback surveys and perceptions, it is also determined that there is a need to continue to show appreciation and utilize engagement funds to support teacher-led endeavors.</p> |
| <p>What process data did you use?<br/>(examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>         | <p>Process data reviewed included:<br/>Dean &amp; Instructional coach supports/classroom and leadership observations, instruction coach supports, grade level team processes, master schedule, vertical and horizontal planning, NHA Curriculum scope and sequence, grade level meetings, formative assessments. NHA school quality support and guidance standards and expectations, the school improvement process, professional development plans and activities, written and communicated standard policies and procedures, NHA management processes, hiring and job posting practices, onboarding/mentoring and training plans, employee handbook, comprehensive need assessment process, curriculum and instruction</p>   |

|   |   |
|---|---|
|   | <p>processes, NHA leadership Institute information and planning, school specific service center dedicated team (curriculum &amp; instruction, intervention, SPED, people services, information &amp; analytics, school quality, facilities and Title I, Title IIA and Title IV programs-development and budget process,</p> <p>Parent and family engagement plan (calendar of events), Parent and Student Handbook including Mission and Vision and Commitment to Excellence and community partnerships as well as homeless student policies</p>  |
| <p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p> | <p>As noted in the perception data section, process data evaluation indicates there is much processing occurring in regard to school quality support and guidance, high activity with regard to planning and evaluation of activity and increased focus on scheduling, playbook planning and assessment including progress monitoring of students. The past couple years coming out of the pandemic has continued to require almost constant adjustment to communication methods and increased efforts to engage not only students but parents as well. We have adopted a customer service approach to parental support. We have also implemented additional measure to ensure that communication is consistent and timely.</p>   |
| <p>What achievement data did you use?</p>   | <p>Achievement data reviewed included.</p> <p>State test data, NWEA testing, Georgia Standards of Excellence and GA Blueprint, interim and progress monitoring data, grade level team meetings, subgroup state achievement data comparisons and technology evaluation.</p>  |
| <p>What does your achievement data tell you?</p>  | <p>Our scholar's proficiency scores rank higher in Mathematics than ELA. Our highest performing grade levels in Math are Kindergarten and 3rd Grade. Our highest performing grade levels in ELA are 3rd and 4th grade.</p> <p>Teacher teams are continuing to use the Georgia Standards of Excellence and GA Blueprint/ Scope and Sequence to map backwards, determining what the standards will look like for students at all levels and or precursor skills needing to be taught for mastery of that standard to occur. This allows all teachers to think of and plan ways to differentiate their instruction for students. Teams have also been trained on programs such as Reading Mastery and will be trained on Corrective Reading. Teacher have also participated in Professional Developments focusing on Cognitive Engagement, Instructional Rigor, and Analyzing Data. These programs/trainings have been integral in supporting our students as they directly align to addressing the gaps needed for students to successfully perform in the core instructional program. Teams have been using AimsWeb, iReady, Lexia, Dreambox, GoalBook, NHA provided resources, and USA Test prep standard aligned tasks, to support students during intervention and in small groups in the classroom. Across the school, teachers use programs such as Google Classroom, instructional videos, and</p> |

|  |   |
|--|---|
|  | <p>interactive websites to engage students especially during the workshop small group period. The school has purchased subscriptions to various sites such as Lexia, DreamBox, Reading A-Z, RAZ Kids, NewsELA and USATest Prep etc. for all subject areas. Lastly, the school has also revised its math block to place particular emphasis on Math Stories, Accountability Talk, and higher-level constructed response questions. The math block also incorporates whole group and small group instruction. It also provides time for teaching new skills, practicing for mastery and reviewing previously taught skills. This year, we have also implemented Math Intervention groups in grades three and five. The intervention groups meet daily for 30 minutes with a small group of students from the bottom quartile. The goal of the intervention groups is to build numeracy and conceptual understanding in hopes to close achievement gaps.</p> <p>We were able to make gains in all grade levels in the area of math with the exception of 6th grade. In addition, our overall 3-8 percentage in math increased by 1%. We were also able to make gains in ELA in grades 3rd, 6th, 7th, and 8th. 5th grade percentage stayed the same. Our overall 3-8 percentage in ELA increased by 2%. Our science scores went down slightly in 5th grade and our 8th grade scores improved causing our overall 3-8 percentage points to remain at 20% proficiency. Our male percentage decreased by 2%. Our female percentage remained the same at 18%. During the 2022-2023 school year, the homeless student population was 1%. This subgroup increased to 4% during the 2024-25 school year. In addition, our non-homeless subgroup remained the same at 17%. We do not have data to support student test data by migrant status. Our EL percentage decreased by 3%. In 2023-2024, our Black or African American population decreased by 1% and our Hispanic population increased by 5%.</p> |
|--|---|

|                                    |   |
|------------------------------------|---|
| What demographic data did you use? | <p>Demographic data reviewed included.</p> <p>Staff and teacher data reports (turnover, years of exp, trends, level of engagement), Student demographic reports on ethnicity, gender, enrollment, %FRL, IEP, EL, Attendance and Discipline reports, etc&amp;hellip;</p> |
|------------------------------------|---|

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|--|---|
| What does the demographic data tell you? | <p>We made great gains academically and were able to achieve the Beating the Odds (BTO) Designations by the state. Our EL proficiency rate tripled. We made strides in our EL population, IEP students, and scholars with us for less than three years. However, we had a decline in the following subgroups: female, Hispanic, and Non-IEP students. We use this data in the development of our 60-day strategic plan and Georgia Milestones Assessment progress plan.</p> |
|--|---|

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

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|--|---|
| <p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>As a team we have decided to restructure our school calendar so a large emphasis is placed on developing teacher content knowledge. A Professional Development calendar will be constructed to ensure teacher PLCs have full planning days bi-weekly. During this time teams are using data to revise curriculum maps, engaging in lab-sites to view models of best practice, creating student assessments etc. In addition, the school will move to a departmentalized model in grades 1-8. This will be an adjustment for teachers in grades 1-4 with summer development provided to assist with station teaching model. After a review of best practices with similar schools, the leadership believes departmentalization will enhance lesson plan preparation of novice teachers and expose students to high quality instruction with a content expert. The school has also utilized veteran staff members that exhibit strong instructional practices to serve as models and mentors for new teachers.</p> |
| <p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>            | <p>School leadership is stable and has only minimally changed. Much effort on the school quality district support level was given to Atlanta Heights to focus on increasing knowledge of NHA policies and procedures and knowledge of best leadership practices. Patterns implemented is consistent communication and support between the school and NHA service center, clear expectations of performance and changes which will propel the school forward to meet the needs identified.</p>   |
| <p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>          | <p>Backwards mapping the curriculum using the GA Blueprint and GSE standards have made a huge impact. Implementing Shared Reading (a 5-day close reading cycle) across grades 3-8 has truly improved how students engage with higher level texts across all genres. In grades K-2, ILP and Special Education, implementing Running Records and Guided Reading is helping the school minimize the gap that persists among students not reading on level by grade 3. The school has revised its Mathematics Block however we are continuing to find ways for our students to transfer what they are learning to real-life math experiences while rectifying the challenges that occur when students</p>   |

## Strengths and Challenges Based on Trends and Patterns

|  |   |
|--|---|
|  | <p>don't have the basic foundational skills in mathematics.</p> <p>This year's professional development offerings include Analyzing Running Records, Guided Reading, Annotating Text, Accountability Talk, 5E planning in Math, Science and Social Studies. The school increased the number of students scoring Proficient and Above demonstrated by our Interim 2 results, with the exception of grade four. PD offerings include Station Teaching Training, and Departmentalization Instruction for grades 1-4. The school will continue to study and grow our pedagogical practices. The practices will not change as they are high leverage strategies that support the Common Core Instructional shifts and strong teaching practice. The Staff PD plan/supports will continue to be aligned to teams studying this work while providing feedback on ways to further developing these practices.</p> |
|--|---|

|   |   |
|---|---|
| <p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Committee. The Committee analyzes academic, perception, and process data in order to determine needs related to parent involvement. In addition, parents provide input into the program design through several surveys and parent meetings. Parents will be involved by their continued participation on the school improvement team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals. Parents that volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshop and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year. In addition, we recognize that clear, concise communication is required to implement parent involvement efforts. Principal Daunoy has developed the Pastries with the Principal series to promote enhanced collaboration and effective parent involvement. Ensuring parent workshops are aligned to the instructional strategies teams are implementing in the classroom. Ensuring funding is utilized for parent support material aligned to this work and appropriately implementing a Parental Involvement Plan. Principal Daunoy will also implement Daunoy Dollars as part of positive behavior intervention support for students by recognizing improved and exemplary behaviors.</p> |
|---|---|

## Strengths and Challenges Based on Trends and Patterns

|   |   |
|---|---|
| <p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p> | <p>Teacher teams continuing their work around unpacking the standards, mapping the curriculum to align with this work and determining which assessments or assessment data will be used to define mastery toward the standards. Opportunities for teams to have planning days to implement and study this work. Teams will also need to observe this work in action during lab-sites and teacher learning walks with a focus on student engagement and response to the instructional practices acquired in PD sessions. Continued collaboration with the Curriculum and Instructional team at NHA will also help to support this work. Parent workshops where families learn strategies to support their scholars at home will also help support this area.</p>   |
| <p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>             | <p>Although there is a strong sense of community amongst families that attend Atlanta Heights, issues around stable housing, student attendance or tardies and effective parenting strategies lead to a significant number of students needing social and physical support. In addition, many of our scholars have either witnessed, experienced or know of significant trauma that may have plagued their families at some point. At Atlanta Heights the team has pulled together to provide extra-curricular supports and activities for its students to build self-awareness and positive self-esteem. Efforts to respond to attendance and discipline issues have proven successful and we will continue on this plan.</p>  |
| <p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>                         | <p>Strengths identified in Reading are students ability to transfer reading strategies from Read Alouds and Shared Reading texts from whole group learning to independent reading and writing activities in grades K-5. A strength identified in middle school has a increase independent reading stamina based on teaching using classroom Novel Studies. A challenge in middle school is minimum opportunities for scholars to engage in texts of their interest or that they can relate to. The greatest challenge in all grade levels has been to close the gap among students Reading on grade level across the school.</p> <p>One trend that we have identified is the need for more independent reading opportunities for scholars with books on their reading levels. In middle school we have seen an improvement in school wide ELA Interim scores.</p> <p>In Math, students in grades 3-5 are making progress with the Number and Operations standards that emphasize fluency and Understanding Decimals, however Numbers and Base Ten Standards and Fractions are areas where additional support is still needed. This is largely due to a huge gap in the foundational skills and conceptual understanding. In grades 6-8, varied Expressions and Equations standards are a strength for students however Number Systems seem to be an area for further development across Middle School. When looking at the numeracy assessment data in grades K-2, Counting and Cardinality and Numbers and Base ten are a strength however, when students are asked to</p> |

## Strengths and Challenges Based on Trends and Patterns

|  |   |
|--|---|
|  | <p>apply the skill to solve real-world problems there is a decline in the scores. To address this the school added Number Corner to the math block utilizing the Bridges Curriculum to enhance number sense. Another strength includes the use of Math Stories to strengthen our scholars critical thinking and math word problems. In addition, the school will continue to engage in our revised math block and PD sessions constructed by the NHA Curriculum Team strengthening the areas identified above. All Math teachers will also participate in NHA facilitated Math Stories, Bridges, and Illustrative regional professional development training.</p> <p>Across all grades, applying math concepts to solve real-world problems is an area of need.</p> |
|--|---|

## IDEA - Special Education

|  |
|--|
| <p>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 <a href="#">Identifying Need webinar</a> for additional information and guidance.</p> |
|--|

|           |   |
|-----------|---|
| Strengths | <p>AHCS has an established special education program which incorporates three teachers, two paraprofessionals and one social worker. NHA service center school specific Special Education team is committed and instrumental in ensuring students are provided the resources necessary to propel them forward in their education.</p> |
|-----------|---|

|            |  |
|------------|--|
| Challenges | <p>Teacher experience and longevity of career<br/>Improved technology access</p> |
|------------|--|

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

|           |  |
|-----------|--|
| Strengths | <p>Atlanta Heights employs an Achievement &amp; Behavior Support Specialist and Social Worker who respond to the unique needs of disadvantaged youth in addition to the Title I supports provided to increase learning opportunities for at-risk students. Students are prioritized for services based on learning needs and then monitored for progress through aimswebPlus Reading &amp; Math.</p> |
|-----------|--|

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

|            |   |
|------------|---|
| Challenges | Longevity of career continues to improve over past two years, but this can be a challenge |
|------------|---|

## Title I, Part A - Foster Care

|           |   |
|-----------|---|
| Strengths | Established Foster Care Transportation plan including designated point of contact. The school additionally has a social worker who works with necessary stakeholders on behalf of any student placed in the state foster care program to respond to their needs, facilitate the natural progression of their education and promote student growth with existing and necessary supports. |
|-----------|---|

|            |   |
|------------|---|
| Challenges | Mitigating circumstances that each student involved in foster care may encounter. |
|------------|---|

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

|           |   |
|-----------|---|
| Strengths | All parents sign the Commitment to Excellence Contract which identifies the goals for the applicable school year, informs and gains commitment on the opportunities to achieve their student has, expectations and standards, Parent and Student Handbook acknowledgment, participate in conferences, volunteer activities and learning events. Atlanta Heights has identified parent events for 25-26 that include topics such as Title I info, student assessment process and benchmarks, Reading and Math events, data analysis, conferences, meeting with the Principal and Parent school improvement planning. |
|-----------|---|

|            |   |
|------------|---|
| Challenges | Obtaining substantial numbers of parents to attend planned parent and family engagement events. |
|------------|---|

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

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

|           |   |
|-----------|---|
| Strengths | Atlanta Heights Charter School has zero (0) migrant coded participants. The school does have a procedure in place for identifying migrant and immigrant students and reviewing, entering, and updating migrant and immigrant students' data into myNHA (Atlanta Heights' student information system). However, documentation for Title I, Part C is not applicable. Atlanta Heights Charter School does not have any migrant students and therefore does not receive Title I, Part C grant funds. |
|-----------|---|

|            |     |
|------------|-----|
| Challenges | N/A |
|------------|-----|

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

|           |     |
|-----------|-----|
| Strengths | N/A |
|-----------|-----|

|            |     |
|------------|-----|
| Challenges | N/A |
|------------|-----|

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title II, Part A funds."

|           |   |
|-----------|---|
| Strengths | The school works with the NHA service center to quickly recruit and fill vacated positions or newly identified positions. Formal new teacher, principal and dean trainings and on-boarding are in place to quickly acclimate new staff to the school, it's community and the NHA environment. The school employs an instructional coach who provides staff with supplemental, individualized coaching throughout the year. Paying particular attention to new and inexperienced teachers. NHA service center provides a school quality team and mentoring program for new principals and deans. |
|-----------|---|

## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title II, Part A funds."

|            |  |
|------------|--|
| Challenges | 30% of the teaching staff are novice (between 0-3 years experience). Additionally, over 50% of the staff are alternatively certified. This inexperience continues to be demanding for school leadership to mentor and coach. |
|------------|--|

## Language Instruction for English Learners and Immigrant Students

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

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

|           |   |
|-----------|---|
| Strengths | EL students have access to supplemental intervention supports including instructional, assessment, and social emotional supports to meet individual student needs. Leadership will prioritize resources based on the needs of all students with particular attention to student subgroups including EL. The school hired and maintains an EL teacher to respond to the needs of students. |
|-----------|---|

|            |   |
|------------|---|
| Challenges | Although EL student percentages remain fairly low at 5% of student population, improvements to program are welcome. |
|------------|---|

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

|           |  |
|-----------|--|
| Strengths | The school ensures all identified homeless children are met, and that they receive a free and appropriate education and opportunities to succeed in school. The school provides Homeless Children transportation, Title I services, educational services for which the student meets eligibility criteria (including special education and related services and programs for English language learners), school nutrition programs (the school will provide free meals to the Homeless Child), vocational and technical education programs, gifted and talented programs, and out of school time programs. |
|-----------|--|

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

|            |  |
|------------|--|
| Challenges | Although there is an identified homeless liaison who facilitates communication between school and parents/guardians, service providers or other relevant parties, stigmas associated with homelessness and the sheer gravity of some mitigating circumstances can impede families reaching out for assistance or the school being made aware of problematic situations. All homeless students, when known/identified are recorded status in myNHA, an internal system used by the school to manage student data. |
|------------|--|

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

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
"100% transfer of FY25 Title IV, Part A funds."

|           |   |
|-----------|---|
| Strengths | 100% transfer of FY25 Title IV, Part A funds. |
|-----------|---|

|            |   |
|------------|---|
| Challenges | 100% transfer of FY25 Title IV, Part A funds. |
|------------|---|

## Title I, Part A - Equitable Access to Effective Educators

|           |  |
|-----------|--|
| Strengths | Due to the homogeneity of the student population, the district ensures that low-income and minority children are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers. All students at the school are equally likely to be served by our most experienced and qualified teachers. Atlanta Heights strives to provide the most at-risk students with the strongest teachers. In addition, an Academic Intervention Coach will provide supplemental coaching, modeling, and professional development that deepens teachers' and paraprofessionals' knowledge and skills and provides them with improved research-based instructional strategies that can be implemented in the classroom and during small-group instruction that will benefit all students. |
|-----------|--|

## Title I, Part A - Equitable Access to Effective Educators

|            |   |
|------------|---|
| Challenges | Atlanta Heights Charter is a single building district and therefore equitable access is more easily achieved when experienced teachers and paras are working within the intervention program. |
|------------|---|

## Title V, Part B - Rural Education

|           |     |
|-----------|-----|
| Strengths | N/A |
|-----------|-----|

|            |     |
|------------|-----|
| Challenges | N/A |
|------------|-----|

### 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                                | Increased Reading Confidence & Proficiency |
| How severe is the need?                         | High                                       |
| Is the need trending better or worse over time? | Better                                     |
| Can Root Causes be Identified?                  | Yes  |
| Priority Order                                  | 1  |

|                           |  |
|---------------------------|--|
| Additional Considerations | <p>Strengths identified in Reading are students' ability to transfer reading strategies from Read Alouds and Shared Reading texts from whole group learning to independent reading and writing activities in grades K-5. A strength identified in middle school has an increase independent reading stamina based on teaching using classroom Novel Studies. A challenge in middle school is minimum opportunities for scholars to engage in texts of their interest or that they can relate to. The greatest challenge in all grade levels has been to close the gap among students Reading on grade level across the school.</p> <p>One strength that we have identified in the area of writing includes improvements in scholars' abilities to write constructed responses. In addition, scholars continue to show great improvements writing across the genres. One of the biggest challenges are writing from sources. This is directly related to student reading levels. In middle school, one challenge is not having sufficient writing time built into the curriculum.</p> |
|---------------------------|--|

##### Overarching Need # 2

|   |                                 |
|---|---------------------------------|
| Overarching Need                                | Improved Math Foundation Skills |
| How severe is the need?                         | High                            |
| Is the need trending better or worse over time? | Better                          |
| Can Root Causes be Identified?                  | Yes                             |
| Priority Order                                  | 2                               |

## Overarching Need # 2

|                           |   |
|---------------------------|---|
| Additional Considerations | <p>In Math, students in grades 3-5 are making progress with the Number and Operations standards that emphasize fluency and Understanding Decimals; however, Numbers and Base Ten Standards and Fractions are areas where additional support is still needed. This is largely due to a huge gap in the foundational skills and conceptual understanding. In grades 6-8, varied Expressions and Equations standards are a strength for students however Number Systems seem to be an area for further development across Middle School. When looking at the numeracy assessment data in grades K-2, Counting and Cardinality and Numbers and Base ten are a strength however, when students are asked to apply the skill to solve real-world problems there is a decline in the scores. To address this the school added Number Corner to the math block utilizing the Bridges Curriculum to enhance number sense. Another strength includes the use of Math Stories to strengthen our scholars critical thinking and math word problems. In addition, the school will continue to engage in our revised math block and PD sessions constructed by the NHA Curriculum Team strengthening the areas identified above. All Math teachers will also participate in NHA facilitated Math Stories, Bridges, and Illustrative regional professional development training.</p> <p>Across all grades, applying math concepts to solve real-world problems is an area of need.</p> |
|---------------------------|---|

## 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 - Increased Reading Confidence &amp; Proficiency

## Root Cause # 1

|  |  |
|--|--|
| Root Causes to be Addressed                                  | Inconsistent use of appropriately leveled texts to ensure progress. The need for more independent reading opportunities for scholars with books on their reading levels. |
| This is a root cause and not a contributing cause or symptom | Yes  |
| This is something we can affect                              | Yes  |
| Impacted Programs  | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged  |

|                      |  |
|----------------------|--|
| Additional Responses |  |
|----------------------|--|

## Root Cause # 2

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Inexperienced teacher/instruction that incorporates learned and exemplified best practices              |
| This is a root cause and not a contributing cause or symptom | Yes   |
| This is something we can affect                              | Yes   |
| Impacted Programs  | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

|                      |  |
|----------------------|--|
| Additional Responses |  |
|----------------------|--|

## Root Cause # 3

|  |   |
|--|---|
| Root Causes to be Addressed                                  | High teacher turnover which contributes to inexperienced teachers                                       |
| This is a root cause and not a contributing cause or symptom | Yes   |
| This is something we can affect                              | Yes   |
| Impacted Programs  | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

|                      |  |
|----------------------|--|
| Additional Responses | Teacher turnover and retention of quality teachers continues to be significant need. |
|----------------------|--|

## Overarching Need - Improved Math Foundation Skills

## Root Cause # 1

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Gaps in math foundation skills and students conceptual understanding                                    |
| This is a root cause and not a contributing cause or symptom | Yes   |
| This is something we can affect                              | Yes   |
| Impacted Programs  | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

|                      |  |
|----------------------|--|
| Additional Responses |  |
|----------------------|--|

## Root Cause # 2

|  |   |
|--|---|
| Root Causes to be Addressed                                  | Inconsistently effective math instructional plans across all grades                                     |
| This is a root cause and not a contributing cause or symptom | Yes   |
| This is something we can affect                              | Yes   |
| Impacted Programs  | School and District Effectiveness<br>Title I - Part A - Improving Academic Achievement of Disadvantaged |

|                      |  |
|----------------------|--|
| Additional Responses |  |
|----------------------|--|



# District Improvement Plan 2025 - 2026



Atlanta Heights Charter School

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

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

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

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

## DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

## 3. DISTRICT IMPROVEMENT GOALS

## 3.1 Overarching Need # 1

## Overarching Need

|   |  |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Increased Reading Confidence & Proficiency   |
| Is Need # 1 also an Equity Gap?                   | Yes  |
| Root Cause # 1                                    | High teacher turnover which contributes to inexperienced teachers  |
| Root Cause # 2                                    | Inconsistent use of appropriately leveled texts to ensure progress. The need for more independent reading opportunities for scholars with books on their reading levels. |
| Root Cause # 3                                    | Inexperienced teacher/instruction that incorporates learned and exemplified best practices   |
| Goal  | 23% of Scholars in 3-8 will score 3 or 4 on the GMAS EOG in ELA.   |

## Equity Gap

|            |   |
|------------|---|
| Equity Gap | Inexperienced teachers (less than four years of experience) |
|------------|---|

|                      |   |
|----------------------|---|
| Content Area(s)      | ELA   |
| Grade Level Span(s)  | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8   |
| 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                          | Continued implementation of reading supplemental curriculum and interventions-Corrective Reading & Reading Mastery, Lexia and USA test prep facilitated by including (Academic Specialists and Paraprofessionals) |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities   |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Intervention schedules and master schedules   |
| Method for Monitoring Effectiveness  | Ongoing progress monitoring   |
| Position/Role Responsible            | Literacy teacher teams, paraprofessionals and leaders   |
| Evidence Based Indicator             | Moderate  |

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

## Action Step # 2

|                                      |  |
|--------------------------------------|--|
| Action Step                          | Effective implementation of balanced literacy and core 50 intentional differentiated planning and assessment with Data consistent AimsWeb progress monitoring for grades k-2 and utilizing data to inform instructional practices. Activities will be supported through the use of Curriculum Specialists through their work to enhance teacher quality through direct coaching, data analysis, and assessment administration. |
| Funding Sources                      | Title I, Part A<br>Title II, Part A  |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Intervention schedules and master schedule   |
| Method for Monitoring Effectiveness  | Ongoing progress monitoring  |
| Position/Role Responsible            | Teacher teams, paraprofessionals and leaders   |
| Evidence Based Indicator             | Strong   |

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

## Action Step # 2

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

## Action Step # 3

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Teacher planning and PD days will be embedded in the school's monthly and yearly schedule including ongoing coaching provided by Academic Intervention Coach    |
| Funding Sources                      | Title I, Part A<br>Title II, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | PD Plan, 03 (supervision notes), principal plans  |
| Method for Monitoring Effectiveness  | Monthly planning evaluation and PD surveys and 03 performance and and surveys   |
| Position/Role Responsible            | Principal & Academic Intervention Coach and grade level deans   |
| Evidence Based Indicator             | Strong  |

## Action Step # 3

|                             |         |
|-----------------------------|---------|
| Timeline for Implementation | Monthly |
|-----------------------------|---------|

|   |     |
|---|-----|
| Does this action step support the selected equity intervention? | Yes |
|---|-----|

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

## Action Step # 4

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Provide parent engagement event opportunities where families learn strategies to support their scholars at home   |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Family and Community Engagement<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Parent and Family engagement plan & agendas   |
| Method for Monitoring Effectiveness  | Event parent surveys and feedback   |
| Position/Role Responsible            | Student Family Liaison, Leadership  |

## Action Step # 4

|                          |          |
|--------------------------|----------|
| Evidence Based Indicator | Moderate |
|--------------------------|----------|

|                             |         |
|-----------------------------|---------|
| Timeline for Implementation | Monthly |
|-----------------------------|---------|

|   |    |
|---|----|
| Does this action step support the selected equity intervention? | No |
|---|----|

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

## Action Step # 5

|                 |  |
|-----------------|--|
| Action Step     | Continued Achievement & Behavior Support Specialist (social emotional staff) positions to work collaboratively with SW to be proactive with supports/wrap around |
| Funding Sources | Title I, Part A  |
| Subgroups       | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |

## Action Step # 5

|                                      |  |
|--------------------------------------|--|
| Systems                              | Family and Community Engagement<br>Supportive Learning Environment             |
| Method for Monitoring Implementation | Social Emotional staff schedules and caseloads                                 |
| Method for Monitoring Effectiveness  | Review of activity, discipline and attendance reports, parent engagement plans |
| Position/Role Responsible            | Social Emotional staff & leadership  |
| Evidence Based Indicator             | Strong   |

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

## Action Step # 6

|                 |   |
|-----------------|---|
| Action Step     | Provide financial Incentives to recruit & retain teachers, awarded to teachers to decrease attrition and teacher turnover |
| Funding Sources | N/A   |
| Subgroups       | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless   |

## Action Step # 6

|                                      |  |
|--------------------------------------|--|
| Subgroups                            | English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Professional Capacity  |
| Method for Monitoring Implementation | Bonus payouts, employee payroll  |
| Method for Monitoring Effectiveness  | Teacher retention rate   |
| Position/Role Responsible            | Principal, Business Partner, Grants Advisor  |
| Evidence Based Indicator             | Promising  |

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

|   |  |
|---|--|
| Overarching Need as identified in CNA Section 3.2 | Improved Math Foundation Skills  |
| Is Need # 1 also an Equity Gap?                   | Yes  |
| Root Cause # 1                                    | Gaps in math foundation skills and students conceptual understanding     |
| Root Cause # 2                                    | Inconsistently effective math instructional plans across all grades      |
| Goal  | 23% of Scholars in 3-8 will score 3 or 4 on the GMAS EOG in Mathematics. |

## Equity Gap

|            |   |
|------------|---|
| Equity Gap | Inexperienced teachers (less than four years of experience) |
|------------|---|

|                      |   |
|----------------------|---|
| Content Area(s)      | Mathematics   |
| Grade Level Span(s)  | K<br>1<br>2<br>3<br>4<br>5<br>6<br>7<br>8   |
| 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 # 1

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Continued implementation of math supplemental curriculum and interventions for grades 3-5 in the bottom quartile and utilizing data to inform instructional practices to continue mastering math stories. Bridges Math by intervention staff (Academic Specialists and Paraprofessionals) |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Intervention schedules and master schedule  |
| Method for Monitoring Effectiveness  | Ongoing progress monitoring   |
| Position/Role Responsible            | Math teacher teams, paraprofessionals and leaders   |
| Evidence Based Indicator             | Moderate  |

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

## Action Step # 1

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

## Action Step # 2

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Continued implementation of progress monitoring - Aimsweb   |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Intervention schedules and master schedule  |
| Method for Monitoring Effectiveness  | Ongoing progress monitoring   |
| Position/Role Responsible            | Teacher teams, paraprofessionals and leaders  |
| Evidence Based Indicator             | Strong  |

Timeline for Implementation Weekly

## Action Step # 2

|   |    |
|---|----|
| Does this action step support the selected equity intervention? | No |
|---|----|

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

## Action Step # 3

|                                      |   |
|--------------------------------------|---|
| Action Step                          | Teacher planning and PD days will be embedded into the school's monthly and yearly schedule including ongoing coaching provided by Academic Intervention Coach  |
| Funding Sources                      | Title I, Part A<br>Title II, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Coherent Instruction<br>Effective Leadership<br>Professional Capacity<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | PD Plan, 03 (supervision notes) principal plans   |
| Method for Monitoring Effectiveness  | Monthly planning evaluation and PD surveys and 03 performance and surveys   |
| Position/Role Responsible            | Principal & Academic Intervention Coach and grade level deans   |
| Evidence Based Indicator             | Strong  |

## Action Step # 3

|                             |         |
|-----------------------------|---------|
| Timeline for Implementation | Monthly |
|-----------------------------|---------|

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

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|--------------------------------------|---|
| Action Step                          | Provide parent engagement event opportunities where families learn strategies to support their scholars at home   |
| Funding Sources                      | Title I, Part A   |
| Subgroups                            | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant |
| Systems                              | Family and Community Engagement<br>Supportive Learning Environment  |
| Method for Monitoring Implementation | Parent and Family engagement plan & agendas   |
| Method for Monitoring Effectiveness  | Event parent surveys and feedback   |
| Position/Role Responsible            | Student Family Liaison and Leadership   |

## Action Step # 4

|                          |          |
|--------------------------|----------|
| Evidence Based Indicator | Moderate |
|--------------------------|----------|

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| Timeline for Implementation | Monthly |
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| Does this action step support the selected equity intervention? | No |
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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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## Action Step # 5

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| Action Step     | Continued Achievement & Behavior Support Specialist (social emotional staff) positions to work collaboratively with SW to be proactive with supports/wrap around |
| Funding Sources | Title I, Part A  |
| Subgroups       | N/A<br>Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant  |

## Action Step # 5

|                                      |  |
|--------------------------------------|--|
| Systems                              | Family and Community Engagement<br>Supportive Learning Environment             |
| Method for Monitoring Implementation | Social Emotional staff schedules and caseloads                                 |
| Method for Monitoring Effectiveness  | Review of activity, discipline and attendance reports, parent engagement plans |
| Position/Role Responsible            | Social Emotional staff & Leadership  |
| Evidence Based Indicator             | Strong   |

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Coordination of Activities

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| Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B). | <p>Per multiple established processes including: Annual Needs Assessment and Planning Process, Title IIA Evaluation Process, Annual Effectiveness Plan and Annual Development, Review, and Evaluation of the Equity Plan, processes are laid out that identify the required stakeholders, applicabilities, purposes, timelines and expectations of these established processes.</p> <p>Per the Annual Needs Assessment and Planning Process, "Annually through the school improvement process a needs assessment is conducted that addresses all of the requirement components listed above. This is conducted with the involvement of (principals, teachers (including those teaching students with varied needs and including teachers participating in program under Title I Part A) paraprofessionals, other relevant school personnel, parents, community and business leaders), and takes into account the needed strategies to provide teachers the means, including subject matter knowledge and teaching skills, and to give principals and deans the instructional leadership skills to support teachers, in order to provide students with the opportunity to meet challenging State and local student academic achievement standards."</p> |
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#### Serving Low Income and Minority Children

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| <p>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:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p> | <p>Subgroups have access to intervention including instructional, assessment, and social emotional supports to meet individual student needs. Leadership prioritizes resources based on the needs of all students with attention to student subgroups and PD opportunities promote knowledge and understanding of the identification of subgroup achievement gaps. Social emotional support staff promote a supportive learning environment for all students including those in subgroups. The district also ensures that low-income, minority children &amp; all sub-groups of students are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers by utilizing experienced and qualified teachers and other staff to provide intervention and supplement services for our lowest performing and most at risk students.</p> |
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Professional Growth Systems

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| <p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p> | <p>Atlanta Heights will conduct a comprehensive needs assessment through the review of pertinent and available information and data, particularly relating to the achievement of children based on the State's academic content standards and achievement standards. The needs assessment will include but is not limited to student achievement data resulting from various assessments such as State assessments in ELA and mathematics. In addition to student achievement data, the needs assessment will address issues of professional development for teachers, support staff, parents, and School leadership. Atlanta Heights recognizes the need to provide high-quality and ongoing professional development for teachers, administrative leadership, paraprofessionals, parents, and other personnel and staff in order to ensure that all students meet the State's student academic achievement standards. Thus, PD will be provided to teachers in unit planning, student engagement and rigor. Professional development will be delivered to teachers using several methods including coaching, demonstration lessons, workshops, peer-tutoring, audio-video presentations, and individual/whole group professional growth activities. Additionally, coaching by the School's administration including Academic Intervention Coaches, will be recognized as contributing to the professional development of teachers and other staff members. Supervision and evaluation of teachers will emphasize improving reading and math instructional practices throughout the School. The instructional recommendations provided to the teachers by supervisors will include suggestions about their need for professional development and how and when such professional development can be accessed. By defining/analyzing these items and identifying gaps, information will be provided to contribute to the development of the School's comprehensive plan for improving student achievement. Finally, the needs assessment will also take into consideration such significant school variables as parent perception of the School, demographic information about the entire School community, and additional stakeholder perceptions. The School will continue conducting annual CNA as part of its continuous improvement process. School-level data will be reviewed informally throughout the year, including a formal annual review each spring in preparation for the following School year. The review of data will include: student achievement on criterion and norm-referenced assessments, demographics, discipline, tardy, truancy, and attendance rates, parent/student perception surveys, staff surveys, curriculum alignment, program implementation and student engagement. Atlanta Heights' professional development activities that will be implemented will be based on a review of scientifically-based research. They will be consistent with the research findings, principles and the process set forth in the National Staff Development Council's Standards for Professional Development; the National Partnership for Excellence and Accountability in Teaching's Improving Professional Development: Research-based Principles (2001); and the Learning First Alliance's Child Reading: A PD Guide (2000).</p> |
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PQ – Intent to Waive Certification

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

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

#### Required Questions

#### PQ – Waiver Recipients

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

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| <p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p> | <p>Required to be professionally qualified, which can be done through:</p> <ol style="list-style-type: none"> <li>1. High school diploma or GED</li> </ol> |
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#### State and Federally Identified Schools

State and Federally Identified Schools

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| Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds. | Atlanta Heights is a single building district and is currently identified as TSI needing support. The district is implementing Professional Development of Co-Teaching program for all staff on effectiveness and facilitation of school co-teaching program and Micro-Coaching for grade band and Special Education Co-Teachers. The district/school has also focused resources on increasing supplies that induce learning as well as tutoring and coordination that prioritizes focus on struggling students with disabilities and will incorporate Instructional Coaching for the 25-26 school year to ensure students with disabilities are efficiently and effectively incorporated into the process to acquire high level of intervention services. |
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CTAE Coordination

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| Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. | Atlanta Heights is a one school district comprised of elementary and middle school students. The school utilizes NHA CollegeBound Scholars program resources in providing preparatory information and guidance on moving students to the next level, there currently is no coordinated program incorporating experiential learning opportunities related to in-demand occupations or industries. Because of the K-8 status of the schools' student population, there currently is no work-based learning opportunities promoted. |
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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| 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. | Student engagement is one of the primary factors in averting discipline issues that can occur or arise. As we have begun to take a look at building a sense of community within the classroom and school we have seen a great reduction in the number of incidences that have taken place across the school. Additionally, the school has revamped its Moral Focus program, streamlined its SST process and hired an Academic & Behavior Support Specialist who works side by side with our Social Worker to ensure we are proactive in providing our students with supports and wrap around services. The school has also hired and utilizes the Student Family Liaison who seeks partnerships with community agencies such as Family Ties to ensure there is a connection between services provided at school and services provided in the home. |
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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|  | As a team we will continue to look at the patterns and trends in the daily occurrence data to clearly identify when and where most incidences are taking place and which students may need support. The team will collect and disaggregate this data at Monthly School-Wide Academic team or SWAT meetings brainstorming next steps/ideas.<br>(continued) |
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Middle and High School Transition Plans

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| Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills. | <p>Atlanta Heights is a one school district comprised of elementary and middle school students. To that extent, the National Heritage Academies CollegeBound Scholars program was developed to provide students and their families with essential information and preparation they will need to be successful in high school, college, and beyond. NHA provides CBS program leads and school leadership with toolkits, recommended content, questionnaires, and college plan brochures to equip the school with resources that not only encourage but prepare scholars for next steps as they approach their high school and college opportunities.</p> <p>National Heritage Academies, the schools management service company provides 8th grade college scholarship opportunities as well.</p> |
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#### Preschool Transition Plans

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| 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>The school has a dedicated representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Leadership meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a presentation regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.</p> <p>The school's plan for transitioning students from preschool to kindergarten included a kindergarten focused parent meetings and Open Houses. At these events, discussions will focus on:</p> <ul style="list-style-type: none"> <li>- Basic skills children should know coming in to kindergarten</li> <li>- The difference between young fives and kindergarten</li> <li>- The kindergarten curriculum</li> <li>- Kindergarten behavior management plan</li> <li>- A tour of the school</li> <li>- Meeting the teachers and visiting the classrooms.</li> </ul> |
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Title I, Part A - Targeted Assisted Schools Description

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| <p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p> | <p>Atlanta Heights is a Title I schoolwide school. In order to best serve the students with the greatest academic need the stakeholders, including teachers, parents, administration, support staff, and board members, will participate in the assessment and prioritization of school needs through the school improvement process.</p> <p>Atlanta Heights will prioritize services to students in English Language Arts and Mathematics.</p> <p>In addition, the school improvement process will include an ongoing review of school-level data, such as those listed above in addition to:</p> <ul style="list-style-type: none"> <li>Student achievement on criterion-referenced assessments</li> <li>Student achievement on norm-referenced assessments</li> <li>Student demographics</li> <li>Discipline, tardy, truancy, and attendance rates</li> <li>Parent/student perception surveys</li> <li>Staff surveys, including teacher quality information</li> <li>Curriculum alignment</li> <li>Program implementation</li> <li>Student engagement</li> </ul> <p>Formal review of data will also take place in the spring in preparation for the subsequent school year. As a result of this process, the School will publish a comprehensive school improvement plan to guide its service offerings for students.</p> |
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Title I, Part A – Educational Programs

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| <p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p> | <p>Schoolwide Program</p> <p>Atlanta Heights' operates as a Schoolwide school. The school's program focuses on reading/language arts and mathematics. Students will be prioritized for services based on their needs as identified via the Northwest Evaluation Association (NWEA) Measures of Academic Proficiency (MAP, for grades 2-5) and Primary Grades Assessment (PGA, for grades K-1) as well as any of the following factors:</p> <ul style="list-style-type: none"> <li>Georgia EOG Results</li> <li>Teacher Observation</li> <li>Formative Assessment Results</li> </ul> <p>Services will be provided to students in multiple formats, including Title I services during the school day (push-in small group support provided by paraprofessionals and pull-out small group and or one-on-one support provided by Academic Specialists will both be utilized), after school tutoring, and summer learning opportunities (both an on-site targeted program and a remote reading program will be provided). Additionally, Title I paraprofessionals and the Title I Academic Specialists will utilize supplemental online programs, curricular tools and progress monitoring assessments to offer supplemental instruction</p> |
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Title I, Part A – Educational Programs

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|  | <p>to Title I students.</p> <p>Atlanta Heights will notify all parents of their child(ren)'s participation in the Title I program and will hold a Title I Parent Meeting in the fall of each year to provide parents with information on the Title I program and the services provided therein. Parents will be contacted in multiple manners (email, newsletter, phone call, etc.) to ensure they receive information about the Title I programs offered at Atlanta Heights. Annual evaluations of the program and parental involvement will be conducted each year as a part of the School Improvement Process. Atlanta Heights Charter School's educational program and instructional methodologies will help create relevant and rigorous learning opportunities both in and out of the classroom. The model is based heavily on research conducted over the past 35 years on effective schools and student achievement. In 2000, Mid-continent Research for Education and Learning (McREL) published a report that synthesized the findings pioneered by researchers including Ron Edmonds, Daniel Levine, and Lawrence Lezotte. The purpose of the study was to determine the specific characteristics of schools, classrooms, and students that have the largest effect on student achievement. The findings of this study were synthesized and analyzed by Dr. Robert Marzano in 2003 in his book <i>What Works in Schools</i>. <i>What Works in Schools</i> identifies 11 critical areas needed to produce effective results. Atlanta Heights will infuse these critical areas and focus the School's efforts around them. The 11 critical areas are organized into three broad categories – school level factors, teacher level factors, and student level factors. Each category outlines key focus areas that are shown to positively impact student learning.</p> |
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

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| <p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p> | <p>Atlanta Heights is committed to ensuring the educational continuity of all students. Atlanta Heights does not currently nor on a regular basis have migrant status students in the school however does have the following processes in place to respond to the needs of migrant students.</p> <p>Office, enrollment and social work staff are trained to identify students and assess needs that will facilitate continuity of learning. National Heritage Academies, Atlanta Heights' management company, also employs a Special Populations Coordinator who serves as the Migrant Student Data Point of Contact who is responsible for ensuring accurate and up to date data entry and analysis of migrant-eligible children, and to perform annual verification of migrant student data based on their official Certificates of Eligibility for participation in the migrant education program.</p> <p>For all identified students: instructional services are provided on an as-needed basis and includes attendance monitoring, academic support, tutoring, progress monitoring and extended learning opportunities and interventions; assistance with obtaining health and social development through community partners to meet basic living needs, medical needs and transportation is provided; resources are provided that are designed to increase parent and family engagement, decrease barriers to involvement in education and facilitate communication that is understood by parents/family that promotes education and increased proficiency for the student.</p> <p>To facilitate these efforts school personnel as well as National Heritage Academy's Special Populations Coordinator will:</p> <ul style="list-style-type: none"> <li>• utilize existing processes and relationships with other school districts to expedite the quick receipt and transfer of student records from previous schools (both interstate and intrastate) to best educate migrant students;</li> <li>• utilize the Migrant Student Information Exchange (MSIX) and ABAC Migrant Consortium resources and communications to ensure and contribute to a consistent record of success and grade course completions that impact continuity of education and accurate placement that contributes to the student's growth;</li> <li>• ensure parents complete an Occupational Survey at time of back to school registration for all students and at the time of any new student enrollments during the school year.</li> </ul> |
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Title I, Part C – Migrant Supplemental Support Services

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| <p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <ul style="list-style-type: none"> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</li> <li>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</li> </ul> | <p>In the event that migratory children, enroll at Atlanta Heights, the School will comply with all federal and state laws to serve migrant students, including providing supplemental services, educational and otherwise, to meet student needs. Migrant students will be identified via the Admissions Form and are placed into an age appropriate classroom and assessed as are all other students. In addition to local resources, Atlanta Heights will coordinate with the GaDOE Migrant Education Program (MEP) Consortium staff at Abraham Baldwin Agricultural College (ABAC) to provide supplemental services to eligible migrant participants. Migrant students will receive additional support as deemed necessary to ensure their academic success. At this time, Atlanta Heights does not have any enrolled migrant students.</p> |
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

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| <p>Describe how the district will meet the following IDEA performance goals:<br/>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</p> <p>What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?</p> <p>Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>  | <p>While Atlanta Heights does not serve students that graduate from high school, the school provides services to guarantee students are prepared to transition into high school successfully. Training and supportive documents are provided to the special education staff members that outline IEP components needed for a transition IEP. Transitions services are outlined throughout various sections of the IEP, and the administrator over special education will review those IEPs to ensure they are in compliance with IDEA.? When it is time for 8th grade students to transfer to high school, the case manager will review all required information and insert a summary letter that includes contact information of the 8th grade special education providers. Training and technical assistance is provided to teachers as needed to ensure high quality IEP transition plans are developed. The administrator meets weekly with case managers to determine if additional technical assistance is needed. This determination is decided based upon the review of the IEP utilizing a high quality IEP rubric.</p>   |
| <p>Describe how the district will meet the following IDEA performance goals:<br/>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p> | <p>Atlanta Heights' Charter is written for grades K-8, therefore it does not provide Pre-kindergarten Part C services to students aged 3-5 that are served under part C of IDEA. Atlanta Heights adheres to all state and federal policies with regard to students who transfer in to Atlanta Heights, including Kindergarten students who have received Part C services. Atlanta Heights has a transfer review process is conducted. Comparable services are provided until any such time that a new IEP or reevaluation is required to be conducted. Professional development is provided to all teachers regarding all areas of special education to include supports and services for students who transfer in with Part C services. Professional development includes but is not limited to, child find, IEP development and implementation, and instructional strategies for all areas of disability to include, academic, social, emotional, etc. Atlanta Heights follows state procedures for re-evaluation students classified as Developmentally Delayed. Technical assistance is provided to teachers as needed, both general education and special education. Related service personnel are licensed and provided professional learning opportunities to address student need.</p> <p>When a parents applies and a rising kindergarten student is chosen through the lottery, Atlanta Heights Charter works diligently to ensure that all rising/incoming kindergarten students have a successful transition. They conduct a Kindergarten Boot Camp during the summer which allows students to become familiar with the school</p> |

IDEA Performance Goals:

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|  | <p>facilities and begin to learn how to be in kindergarten. For those students that parent indicate they have an IEP, the special education staff reaches out to the students preschool setting and offers to be a part of the Pre-Kindergarten Transition IEP Meeting. As files are received, the special education case manager utilizes a transfer review document for students entering kindergarten with an IEP. The special education supervisor reviews the transition/transfer procedures through the special education effectiveness rubric at the end of the school year to ensure compliance was followed.</p> <p>Atlanta Heights Charter also conducts assessments and/or screeners to ensure Child Find procedures are followed. All students, including those student in kindergarten participate in the NWEA/MAP assessments. The kindergarten teacher is responsible for proctoring these assessments and special education teachers are responsible for providing accommodations and modifications indicated on the student's IEP. The school analyzes this data to determine appropriate supports for students and implement intervention services for those students that fall below the 25th percentile. Along with NWEA, the school utilizes Aimsweb and screens all students in Kindergarten to determine literacy skills. The administrator over special education supports this data analysis to ensure appropriate supports and interventions are given.</p> <p>The special education supervisor and administrator over special education attend collaborative meetings with the state commissioned charter special education collaborative meetings to ensure Atlanta Heights Charter school is well-informed of services and supports available for the 3-5 population. The learned information is further shared with the special education department at Atlanta Heights Charter School. Lastly, the special education supervisor conducts a special education effectiveness review annually that analyzes the implementation of IEP services for students 3-5 years old.</p> |
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| <p>Describe how the district will meet the following IDEA performance goals:<br/>         IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.<br/>         What specific activities align with how you are providing FAPE to children with disabilities?<br/>         Include:How teachers are</p> | <p>Atlanta Heights Charter offers a full continuum of services is available to meet the need s of children with disabilities for special education and related services including; general education classroom with age appropriate non-disabled peers, specially designed instruction outside of the general classroom for individuals or small groups, separate day school or program, home-based instruction, or residential placement in-state or out-ot-state, and hospital/homebound instruction program. Atlanta Heights Charter also offers paraprofessional support within the</p> |
|---|---|

IDEA Performance Goals:

|   |  |
|---|--|
| <p>trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p> | <p>full continuum of services. The special education staff of Atlanta Heights Charter receives training that is aligned to ensuring free and appropriate practices are in place for students with disabilities. This training occurs at minimum three times a year and targets high leverage practices of special education along with compliance systems and procedures on the documentation of special education services. The special education supervisor also provides technical assistance to the administrator over special education weekly to ensure free and appropriate services are in place that is inclusive of, but not limited to, transfer guidelines for incoming students, high quality IEP development and implementation, growth and performance for students with disabilities, MTSS procedures, IEP/evaluation timeline compliance, and accommodation/modification provision. The special education teachers document the provision of IEP services and collect progress to ensure students with disabilities are maintaining progress. Beyond service delivery, the special education teachers develop a document titled 'IEP-at-a-Glance' and meet with general education teachers to guarantee understanding of the accommodations so provision can occur. Both teachers sign the document to ensure this provision occurs. The administrator over special education reviews service logs and accommodation logs to ensure the provision of specialized instruction and accommodations/modifications is implemented and aligned to students' IEPs. Lastly, the special education supervisor conducts an annual special education effectiveness review (SEER) to determine if free and appropriate services are provided by reviewing IEP development and implementation (FAPE), progress monitoring of student growth, and timeline compliance of all legal documents within special education. After this special education effectiveness review, the administrator over special education develops a continuous improvement plan that is reviewed periodically throughout the school year with the special education supervisor.</p> <p>Teachers receive training on the IEP/eligibility process by the school psychologist during grade-level professional learning meetings. Special education teachers are included in this training. Professional learning is provided by the director of special education weekly. Additional professional learning is provided to the director of special education through charter collaborative meetings which is then distributed to the special education teachers and other staff as appropriate.</p> <p>Teachers and special education providers monitor student progress and report out progress to the IEP team on a quarterly basis. Special education providers utilize research-based programs to collect progress towards IEP goals and objectives as well as progress towards the general education curriculum.</p> |
|---|--|

IDEA Performance Goals:

|   |   |
|---|---|
| <p>Describe how the district will meet the following IDEA performance goals:<br/>         IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.<br/>         How procedures and practices are implemented in your district to ensure overall compliance?<br/>         Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p> | <p>The LEA's data coordinator reports out upcoming IEP meetings to the SE director and principal weekly to ensure timeline compliance. The special education director meets with the special education providers weekly to disseminate this information. The special education staff of Atlanta Heights participate in a regional professional development that facilitates training on IEP development and compliance items. The special education supervisor and data coordinator also provide technical assistance to ensure IEPs and evaluations are held within timeline compliance. The special education supervisor attends the special education director webinars to guarantee compliance of state and federal laws are up-to-date. The special education supervisor then provides training to the administrator over special education that addresses state federal laws and regulations. This professional development includes topics, such as timeline reporting, parent participation, disproportionality, technical assistance, etc. The administrator over special education meets with the special education team bi-monthly to address all compliance needs regarding state and federal laws and regulations along with compliance needs regarding the development of IEPs and/or eligibility meetings or evaluations. The special education director reviews IEPs and provides feedback directly to the special education provider to ensure completion of high quality IEPs and support compliance.</p> |
|---|---|

## 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

## Required Questions

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

|   |   |
|---|---|
| A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome               | 100% transfer of FY25 Title IV, Part A funds. |
| B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome                  | 100% transfer of FY25 Title IV, Part A funds. |
| C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome | 100% transfer of FY25 Title IV, Part A funds. |
| D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome  | 100% transfer of FY25 Title IV, Part A funds. |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

|  |   |
|--|---|
| Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements. | 100% transfer of FY25 Title IV, Part A funds. |
|--|---|

## 4. REQUIRED QUESTIONS

## 4.7 Reducing Equity Gaps

## Required Questions

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

|  |   |
|--|---|
| <p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p> | <p>Intervention Effective - Adjust Activities/Strategies</p>  |
| <p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>  | <p>The identified equity gap was inexperienced teachers (less than four years of experience) and the intervention was targeted teacher development in ELA.</p> <p>Our data sources for evaluation of intervention was student achievement data, teacher evaluations, 03/supervisory meeting notes, data meetings, and student progress monitoring data.</p> <p>Utilizing the Interactive Framework module within the leadership portal to coach and observe teacher interactions and work gives leadership the ability to assess needs and opportunities related to culture, collaborative improvement, instructional excellence, systematic intervention and meaningful parent partnerships. Leadership has regular teacher leadership meetings and Team One meetings to consistently provide engagement opportunities for staff members.</p> <p>In addition, Teacher teams are continuing to use the Georgia Standards of Excellence and GA Blueprint/ Scope and Sequence to map backwards, determining what the standards will look like for students at all levels and or precursor skills needing to be taught for mastery of that standard to occur. This allows all teachers to think of and plan ways to differentiate their instruction for students. Teams have also been trained on programs such as Reading Mastery and will be trained on Corrective Reading. Teacher have also participated in Professional Developments focusing on Cognitive Engagement, Instructional Rigor, and Analyzing Data. These programs/trainings have been integral in supporting our students as they directly align to addressing the gaps needed for students to successfully perform in the core instructional program. Teams have been using Aims Web, iReady, Lexia, Dream box, GoalBook, NHA provided resources, and USA Test prep standard aligned tasks, to support students during intervention and in small groups in the classroom. Across the school</p> |

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

|  |   |
|--|---|
|  | <p>teachers use programs such as Google Classroom, instructional videos, and interactive websites to engage students especially during the workshop small group period. The school has purchased subscriptions to various sites such as Lexia, Dream Box, Reading A-Z, RAZ Kids, NewsELA and USATest Prep etc. for all subject areas. State Test Data indicates some increased proficiency in the lower grades for reading.</p> |
|--|---|

|  |   |
|--|---|
| <p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p> | <p>Intervention Effective -Adjust Activities/Strategies</p> |
|--|---|

|   |   |
|---|---|
| <p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p> | <p>The identified equity gap was inexperienced teachers (less than four years of experience) and the intervention was targeted teacher development in Math.</p> <p>Our data sources for evaluation of intervention was student achievement data, teacher evaluations, 03/supervisory meeting notes, data meetings, and student progress monitoring data.</p> <p>As noted above, we utilize the Interactive Framework module within the leadership portal to coach and observe teacher interactions and work gives leadership the ability to assess needs and opportunities related to culture, collaborative improvement, instructional excellence, systematic intervention and meaningful parent partnerships. Leadership has regular teacher leadership meetings and Team One meetings to consistently provide engagement opportunities for staff members.</p> <p>In addition to above, the school has also revised its math block to place particular emphasis on Math Stories, Accountability Talk, and higher-level constructed response questions. The math block also incorporates whole group and small group instruction. It also provides time for teaching new skills, practicing for mastery and reviewing previously taught skills. This year, we have also implemented Math Intervention groups in grades three and five. The intervention groups meet daily for 30 minutes with a small group of students from the bottom quartile. The goal of the intervention groups is to build numeracy and conceptual understanding in hopes to close achievement gaps.</p> <p>State Test Data indicates some increased proficiency in the higher grades for Math.</p> |
|---|---|

## 4. REQUIRED QUESTIONS

## 4.8 Overarching Needs for Private Schools

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

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

## FY26 Foster Care Transportation Plan

**Local Educational Agency (LEA)** Atlanta Heights Charter School

**Superintendent Name** Juanita Daunoy

**Mailing Address** 3712 M.L.K Jr Dr SW

**Physical Address (if different from above)**

**City** Atlanta **Zip** 30331

**Foster Care Point of Contact (POC) Name** Tia Rawlings **POC Email**

**POC Mailing Address** 3712 M.L.K. Jr. Dr SW

**City** Atlanta **Zip** 30331

**POC Telephone** 404-472-3003 **POC Fax**

  
Superintendent Signature 6/19/2025  
Date

Juanita Daunoy  
Print Name of Superintendent

## FY26 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) 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, GaDOE 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 GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), 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, GaDOE 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:

**Monday, June 30, 2025**

### Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY26 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY26.

## FY26 Foster Care Transportation Plan

**NOTE:** In order to answer the questions below, refer to the [Non-Regulatory Guidance: Ensuring Educational Stability and Success for Students in Foster Care](#).

| <b>I. Foster Care Transportation Plan: PLANNING</b>   |            |           |            |
|---|------------|-----------|------------|
| <p>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:</p> <ol style="list-style-type: none"> <li>1. Coordinate transportation with the local child welfare agency.</li> <li>2. Implement steps to be taken if additional costs are incurred.</li> <li>3. Execute the local dispute resolution process.</li> </ol> <p>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.) <i>Please limit the response to 1,000 characters.</i></p> <p>LEA Point of Contact will work with the case worker and other advocates of the student to ensure transportation is provided in a timely manner. If additional costs are incurred the LEA POC will coordinate costs with the LEA Superintendent and the Case Worker to determine an appropriate distribution of costs. The LEA POC and all the stakeholders will participate in local disputes as needed according to the state mandates.</p> |            |           |            |
| <p>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? <i>Please limit the response to 1,000 characters.</i></p> <p>LEA will arrange and pay for transportation while in negotiation with the local child welfare agency to ensure student stability. Through agreement LEA agrees to split transportation costs 50/50 with the child welfare agency.</p>   |            |           |            |
| <p>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. <i>Please limit the response to 1,000 characters.</i></p> <p>* Collaborate with Local CWA to ensure children in Foster Care are immediately enrolled;</p> <p>* Document and attend the Best Interest Determination</p> <p>* Ensure that children in Foster Care have full and equal opportunities to succeed in the school;</p> <p>* Ensure that children in Foster Care and their families receive eligible educational services;</p> <p>* Inform foster parents/ guardians and children in Foster Care of all transportation services;</p> <p>* Ensure mediation of enrollment disputes in accordance with state guidance and compliance;</p> <p>* Conduct training for school personnel</p>   |            |           |            |
| <b>II. Foster Care Transportation Plan: GUIDING QUESTIONS</b>   |            |           |            |
| <p>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:</p>  |            |           |            |
|   | <b>YES</b> | <b>NO</b> | <b>N/A</b> |
| 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        |           |            |



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## FY26 Foster Care Transportation Plan

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

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.

No

*Please limit the response to 1,000 characters.*

## FY26 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.

Atlanta Heights Charter School

LEA Name

Juanita Daunoy

Printed Name of Superintendent

  
Signature of Superintendent  
(Please sign in blue ink only)

Principal

Title

6-20-2025

Date

# Parental Partnership: Title I Parent and Family Engagement Policy (All States)

The school has adopted a policy addressing the importance of parent and family engagement. The school and the board of education recognizes the rights of parents or guardians to be fully informed of all information relevant to their children who participate in programs and projects funded by Federal and State Funds, including Title I (Elementary and Secondary Education Act) [1116(a)(1)]. The Parent and Family Engagement Policy was jointly developed with and agreed on, by parents and family members of participating children [1116(a)(2)(A)]. The Parent and Family Engagement Policy is provided to parents, families, and community partners in an understandable format and is updated to meet the needs of the included stakeholders [1116(b)(1)]. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1116 of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (P.L. 114-95). The school will ensure parental involvement and family engagement in these programs and projects by:

## **Building a Capacity for Parent and Family Engagement**

Parents and family members of students are vital contributors in the education of their children. The school will ensure that all parents/guardians are involved in our school in a meaningful manner in order to improve student academic achievement. Two-way communication between the school and home, both verbal and written, provides a sound base for a good partnership to provide an effective educational program for all students. Full realization of the partnership will be achieved through on-going commitment and active participation by both home and school. The policy describes how federal and applicable state requirements for parental and family engagement will be met and sets the school's expectations and objectives for meaningful parent and family involvement and engagement. Specifically, we will do the following in order to build a capacity for parent/guardian involvement and engagement:

- a. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [1116 (d)(1)];
- b. Provide assistance (materials and education) to parent/guardians of children served in understanding such topics as the school's curriculum, assessments, and proficiency level expectations, and how to work with educators to improve the achievement of their children [1116(e)(2)]. Efforts are made to assist parents in understanding challenging State academic content standards and the academic achievement levels established for students, the school curriculum, and school expectations and assessment results[1116(e)(1)];
- c. Educate all school staff in the value and utility of contribution of parents/guardians; and in how to reach out to, communicate with, and work with parents/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school [1116(e)(3)];
- d. Coordinate and integrate, to the extent feasible and appropriate, parent/guardian involvement programs and activities that encourage and support parents/guardians in more fully participating in the education of their children [1116(e)(4)];

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand [1116(e)(5)];
- f. Provide other reasonable support for parental involvement and involvement activities to ensure a successful partnership amongst the school, parents, and the community to improve student achievement [1116(e)(14)].

**Providing the coordination, technical assistance, and support necessary to assist the school in planning and implementing effective parent/guardian involvement and engagement activities to improve the student academic achievement and school performance [1116(a)(2)(B)].**

To the extent feasible and appropriate, parent and family engagement strategies will be coordinated and integrated with other relevant Federal, State, and local laws and programs [1116(a)(2)(C)].

The following initiatives have been implemented at the school:

- a. Annual Fall Federal and State Programs (including Title I) Parent Meeting to inform all parents/guardians of Federal and State Program requirements, their rights to be involved and provide input in school policies and planning, how progress is measured and how they receive feedback about their child's progress [1116(c)(1)].
- b. Parent and family meetings are scheduled throughout the year to provide all parents with a description and explanation about the school's curriculum, assessments, and proficiency level expectations. Efforts are made to assist parents in understanding challenging State academic standards and the achievement levels established for students, the school curriculum, and school expectations and assessment results [1116(c)(4)(B)].
- c. Parents/guardians have the opportunity to make arrangements to speak to their child's teacher regarding their child's progress throughout the school year.
- d. Parent-Teacher Conferences are scheduled during the school year to give parents/guardians the opportunity to discuss and to get information pertaining to their child's academic progress.
- e. Progress reports and report cards are sent home to notify parents of their child's performance and progress.
- f. The principal will be available upon request to help parents/guardians better understand the state assessments.
- g. Parent learning events and materials to help parents and families develop and use at-home skills that support their child's academic and social development.
- h. Meetings are scheduled for parents to provide suggestions and direction relating to the education of their children and for the school to respond to any parent suggestions as soon as practicably possible [1116(c)(4)(C)].

Other activities that promote parent/guardian involvement and engagement (but not limited to):

- a. School assemblies/ceremonies (parents invited)
- b. Volunteer opportunities
- c. Classroom observations (as requested)
- d. Special event and reminder notices
- e. Parent Room with community resources listed and computer access
- f. Voice of Parent survey
- g. Athletic and extra-curricular events (as they occur)

In order to develop a partnership between the home and the school, and to build meaningful, consistent, and effective communication, the information regarding school programs is provided to parents/guardians in a timely manner according to the following ways

[1116(c)(4)(A)]:

- a. Annual Federal and State Programs (including Title I) Parent Meeting
  - b. Annual Parent and Family Continuous School Improvement Meeting
  - c. The Parent and Student Handbook
  - d. Regular school and classroom newsletters
  - e. The annual school calendar
  - f. Report Cards
  - g. Parent-Teacher conferences
  - h. Parent and Family Engagement events
  - i. The School-Parent Compact
  - j. Bilingual staff or translators are available for interpretation and translation of important documents for limited English proficient parents/guardians and families of migratory children
  - k. School administration will meet with families who have limited English proficiency, families with members who have disabilities, families experiencing homelessness, and migratory families to provide information regarding support available to them
- [1116(f)]

**Involving Parents/Guardians in the development of the Parent and Family Engagement Policy, continuous school improvement planning process and plan**

Parents/guardians will be involved in the planning, review, and improvement of the school's parent and family engagement policy, and the joint development of the continuous school improvement plan, the intervention program, and the Parent and Family Engagement Plan [1116(a)(2)(F)], [1116(a)(3)(B)], [1116(c)(3)]. At least annually, the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Intervention Program [1116(a)(2)(D)]. The school will offer a flexible number of meetings at different times to ensure as many parents/guardians as possible will have the opportunity to participate in the joint development and evaluation of the before-mentioned policies [1116(c)(2)].

The school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required in a format, and to the extent practicable, in a language the parents/guardians understand.

**Conducting, with the involvement of parents, an evaluation of the content and effectiveness of the parental and family engagement policy and initiatives in improving the academic quality of the school, including identify barriers to greater participation by parents in activities authorized by Title I.**

Parents/guardians, family, and school staff members will be asked to evaluate the effectiveness of parent and family engagement policy initiatives and the level of responsiveness to parent and family concerns. The findings of such an evaluation will be published and made available for review by parents/guardians and will be used to design

strategies for more effective parent/guardian involvement. The evaluation of the content and effectiveness of the parent and family engagement policy will identify [1116(a)(2)(D)]:

- a. Barriers to participation by parents, including parents who may be economically disadvantaged, disabled, limited English proficient, limited literacy, or any racial or ethnic minority backgrounds;
- b. The needs of parents and family members in assisting with the learning of the children;
- c. Strategies to support successful school and family interactions.

All stakeholders will be given an opportunity to review, plan, and help improve Federal and State Programs (including Title I), including parent and family engagement activities and strategies that are implemented with Federal and State funds. Strategies and activities may include, but are not limited to [1116(a)(3)(D)]:

- a. Providing professional development for school staff on parent and family engagement strategies;
- b. Supporting parent, family, and community outreach programs;
- c. Best practices for increasing parent and family engagement;
- d. Collaborating with community partners or other vendors with expertise in increasing parent and family engagement.

Parents/guardians are responsible for submitting any comments and feedback if the Parent and Family Engagement Policy or if schoolwide plan is not satisfactory [1116(b)(4)], [1116(c)(5)]. Comments can be included in the formal survey given during planning and evaluation meetings, through open discussion, or through private means (mail, email, telephone) including anonymously. The feedback provided will be used by the school to design strategies for more effective parent and family engagement and to revise, if necessary, this Parent and Family Engagement Policy [1116(a)(2)(E)].

**Jointly developing, with involvement of parents and the school, the school-parent compact and outlining shared responsibilities and means for improving student academic achievement.**

The school-parent compact will address the importance of communication on an ongoing basis by the following means:

- a. Describing the school's responsibility to provide high-quality curriculum and instruction in a supportive learning environment that enables students to succeed academically by meeting state standards [1116(d)(1)];
- b. Describing the parents' responsibility to support their children's learning by participating in decisions relating to their children's education [1116(d)(1)];
- c. Sharing, at least annually, the compact during parent-teacher conferences as it relates to student achievement [1116(d)(2)(A)];
- d. Providing parents frequent reports on their children's progress [1116(d)(2)(B)];
- e. Providing parents reasonable access to communicate with school staff on an individual or community wide basis [1116(d)(2)(C)];
- f. Providing parents opportunities to volunteer and participate in their child's class, including observation of classroom activities [1116(d)(2)(C)];
- g. Ensuring two way and meaningful communication, to the extent practicable, in a language family members can understand [1116(d)(2)(D)].

**Collaboration Statement**

All stakeholders will have the opportunity to contribute to the development of the Continuous School Improvement Plan, Parent and Family Engagement Plan, and the Title I Parent and Family Engagement Policy. Stakeholders include staff, parents/guardians, board members and community partners. All stakeholders are encouraged to participate in and attend parent meetings and family events. Stakeholders will have the opportunity to provide the school with feedback through written surveys. Feedback provided to the school through communication and the written surveys will be reviewed for incorporation into the Continuous School Improvement Plan, Parent and Family Engagement Plan, and Title I Parent and Family Engagement Policy.

Title I Part C ID R Plan Not Applicable