Comprehensive Needs Assessment
2023 - 2024 District Report

Cirrus Charter Academy

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Gail Fowler
Multiple Program(s)	Federal Programs Director	Diane Freeman
Multiple Program(s)	Curriculum Director	Brenda Edwards
Multiple Program(s)	School Leader (#1)	Dr. Gail Fowler
Multiple Program(s)	School Leader (#2)	Joanne Binns
Multiple Program(s)	Teacher Representative (#1)	Marisa Bailey
Multiple Program(s)	Teacher Representative (#2)	Christopher Draughon
McKinney-Vento Homeless	Homeless Liaison	Dr. Cheryl Chapman
Neglected and Delinquent	N&D Coordinator	Dr. Cheryl Chapman
Rural	REAP Coordinator	Sonja Riley
Special Education	Special Education Director	Brenda Edwards
Title I, Part A	Title I, Part A Director	Diane Freeman
Title I, Part A	Family Engagement Coordinator	April Dean
Title I, Part A - Foster Care	Foster Care Point of Contact	Dr. Cheryl Chapman
Title II, Part A	Title II, Part A Coordinator	Diane Freeman
Title III	Title III Director	Diane Freeman
Title IV, Part A	Title IV, Part A Director	Diane Freeman
Title I, Part C	Migrant Coordinator	Diane Freeman

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	none
Multiple Program(s)	Testing Director	Diane Freeman
Multiple Program(s)	Finance Director	Arleen Samuels
Multiple Program(s)	Other Federal Programs Coordinators	Brenda Edwards
Multiple Program(s)	CTAE Coordinator	None
Multiple Program(s)	Student Support Personnel	N/A

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Dr. Gail Fowler
Multiple Program(s)	High School Counselor / Academic Counselor	N/A
Multiple Program(s)	Early Childhood or Head Start Coordinator	Serita Hill
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	N/A
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	none
21st CCLC	21st CCLC Program Director	N/A
21st CCLC	21st CCLC Site Coordinator or Data Specialist	N/A
Migrant	Preschool Teacher	none
Special Education	Student Success Coach (SSIP)	none
Title II, Part A	Human Resources Director	Dr. Paris Miller
Title II, Part A	Principal Supervisors	Dr. Gail Fowler
Title II, Part A	Professional Learning Coordinators	Middle Georgia RESA
Title II, Part A	Bilingual Parent Liaisons	none
Title II, Part A	Professional Organizations	none
Title II, Part A	Civil Rights Organizations	none
Title II, Part A	Board of Education Members	Nathan Lewis, Latrell Taylor, Shirley Ann Kelly
Title II, Part A	Local Elected/Government Officials	none
Title II, Part A	The General Public	none
Title III	Refugee Support Service Staff	n/a
Title III	Community Adult ESOL Providers	n/a
Title III	Representatives from Businesses Employing Non-English Speakers	n/a
Title IV, Part A	Media Specialists/Librarians	Sarah Miller
Title IV, Part A	Technology Experts	Kedrick Quimbley and Eric Thomas
Title IV, Part A	Faith-Based Community Leaders	Peach State Health Care, MGRESA, GADOE, SCSC, McCluskey & Associates., United Way, Howard Center, Back Pack Ministry, Men About Change, Mercer, Overtyme, Peach State Health Care, State Farm, Richard R. Robinson Funeral Home and Cremation, Subway, Fowler Logistics, LLC., Bentley Funeral Homes ,

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)	N/A
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	N/A
Title I, Part A	Parent Representatives of Title I Students	Shelia Hogan
Title I, Part A - Foster Care	Local DFCS Contacts	Mrs. Shawna Walden
Title II, Part A	Principals	Dr. Gail Fowler
Title II, Part A	Teachers	Christopher Draughon
Title II, Part A	Paraprofessionals	Tavesha Jackson
Title II, Part A	Specialized Instructional Support Personnel	Lywante Bonner/Porsche Amest/Alison Bass
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Men about Change and Fowler Logistics
Title III, Part A	Parents of English Learners	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Middle Georgia RESA
Multiple Program(s)	Technical, College, or University Personnel	Mercer University
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	PTO
21st CCLC	21st CCLC Advisory Council Members	n/a
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	n/a
Migrant	Migrant PAC Members	n/a
Migrant	Local Farmer, Grower, or Employer	none
Migrant	Family Connection Representatives	n/a

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	n/a
Migrant	Farm Worker Health Personnel	n/a
Migrant	Food Bank Representatives	n/a
Migrant	Boys and Girls Club Representatives	n/a
Migrant	Local Health Department Representatives	n/a
Migrant	ABAC MEP Consortium Staff	Jose Israel Cortez
Migrant	Migrant High School Equivalence Program / GED Representatives	n/a
Migrant	College Assistance Migrant Programs	n/a
Neglected and Delinquent	Residential Facility(ies) Director(s)	n/a
Special Education	Parents of a Student with Disabilities	n/a
Special Education	Parent Mentors	n/a
Title II, Part A	School Council Members	n/a

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Cirrus Academy was founded on the belief that students can soar high as the cirrus clouds. The founder believes that there is a change in the atmosphere when you see those thin cirrus clouds soaring high in the sky. The founder has the belief that with the given experts and talents students can achieve the impossible. Cirrus Academy Charter School stakeholders were selected based on the ones who show an interest in an effort to impact students intellectually, academically, philosophically, or politically motivated attention. The stakeholders generally have an interest in Cirrus Academy Charter School based on whether they can affect or be affected by the things they can offer to the students. The stakeholders who were selected showed more interest in how to assist Cirrus in meeting the needs of the students . The teachers, para professionals, parents, administrators, community stakeholders chosen were already heavily involved in the effort to make the students productive citizens as well as lifelong learners. All stakeholders agreed to build on the vision and mission of the school to better educate the students at Cirrus. Many of the stakeholders go out into the community to involve others in the education of the students at Cirrus Academy. The stakeholders volunteer to assist the scholars in improving literacy at Cirrus. This team at Cirrus will help their colleagues by sharing instructional resources, implement teaching strategies, helping staff to understand content standards to link curriculum materials to plan and assess students outcome.

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?	All stakeholders will be treated as partners in the process. A collaborative effort can only work when all stakeholders know the needs of the scholars. The team gave the stakeholders the needs assessment and surveys to complete and return by a certain deadline. The team members were assigned to make phone calls, send emails, message parents on Remind, Class Dojo, social media, and make visits to ensure that all needs assessments and surveys were collected. The data was used to make necessary corrections to the clip and the improvement of the students achievement.
	Cirrus has experience that the effectiveness of the community is based on the culture that builds collective trust and promotes a set of core principles that the students of Cirrus Academy will sore like eagles above the cirrus clouds. These high expectations for the school and students, reliance on family and community strengths, and the development of the whole child as critical factors for student success. Cirrus has a set of structural elements, including partnerships with the community and the integration of academics learning with essential supports and opportunities for change. Furthermore, Cirrus recognize that parents and care givers play an essential part in the education of the students.
	Stakeholders will move the mission and vision of the school to impact student achievement. All stakeholders will participate in the opportunities to promote student growth, development, and student achievement.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	The Superintendent and the leadership team met to review school data from the 2022-2023 Georgia Milestones Assessment results; TKES, MAP data from FY 23 and teacher self assessment data; Cirrus Academy Facebook responses from parents, students and stakeholders; Remind App (A communication program (cell phone connected.) used by teachers, students, parents and school staff to send and receive all kinds of school information.) and made plans as to how they would improve student achievement. The leadership team reviewed the data with all grade level staff. The administration, teachers and support staff reviewed the data and used the "Five Whys" approach to identify possible root causes for low student performance. The teachers will give benchmark assessments at the beginning of the school year to determine baseline data for continued progress monitoring of students to identify student gains in student achievement. Parents participated in with teachers in the review and provide feedback of the curriculum materials for ELA, Math, Science and Social Studies; computer software for literacy such as Renaissance Learning, Edmentum, Scientific Learning, Reflex Math, and MAP. Teachers, parents, and students completed surveys to communicate concerns or needs that would support the improvement in academic achievement at Cirrus Academy Charter School. GADOE School Improvement Effectiveness Specialist comes in weekly and make observations and works with teachers and staff to identify needs of improvement. Middle Georgia RESA was asked to come into the school and do observations to determine needs of improvement. Recommendations from Middle Georgia RESA and GADOE School Improvement Effectiveness Specialist indicate additional resources and training for literacy using phonemic awareness, shared reading, guided reading, interactive reading, word study, math talks, and special education co teaching model would assist with the improvement of student achievement. They both indicate that building teacher clarity is a need for Cirrus. Additional Perception Data Used: • Staff Surveys • Benchmark Assessment (MAP) • Staff Exit Interview Data • Wellness • Student Surveys • Georgia Milestones Assessment Data (2020-2021) • Georgia Milestone Preliminary data from FY 21 • Demographic Data in Infinite Campus • Cirrus Academy Staff Curriculum Audit (2023) • Facebook Responses (2022-2023) • TKES/LKES Data • SWOT Analysis Data

- Special Education Parent Survey
- Learning Styles Checklist (Data Obtained from all students (K-8)
- Feedback from Parent meeting
- Data from accreditation
- Data from the needs assessment completed for the SCSC Corrective Action Plan (CAP) April 2023

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	The perception data informed Cirrus Academy stakeholders that: ● A large number (55%) of Cirrus Academy Charter School students are scoring in the beginning learners range on the 2022-2023 in reading and 57% in math, however in the 2022-2023 school year the beginning learners decreased by 25% and developing learner increased by 20% in ELA/Reading for grades 3-8. Their academic performance is well below grade level, however they are making the need progress toward proficiency. The preliminary data from FY23 showed gain although the gain moved from beginning to developing and marginal moved from developing to proficient and marginal from proficient to distinguished. ● Standards Based Classroom, literacy, guided reading, interactive reading, word study, differentiate instruction, math talk, number sense, common grade level assessment and content area development PL training is needed for all staff. ● Instructional Material have been purchased that are aligned to the Georgia Standards of Excellence in all ELA, Math, Science and Social Studies classrooms. Additional Instructional materials are needed in literacy to enhance phonics, phonemic awareness, guided reading, interactive reading, shared reading, word study, and writing. ● Additional Technology training is needed for all teachers to ensure technology materials are used effectively to enhance student learning.. ● The use of multiple data sources is needed to drive day to day instruction in each classroom at Cirrus Academy Charter School. ● More parent engagement is needed for families to support students' skill development through regular communication about academic progress as well as provide more at-home strategies and training for parents. Wellness is another area of need for students, parents and staff.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Cirrus Academy used the "Levels of Fix"*(Cirrus used teams to make improvements depending on the scope and difficulty of problems with the process.)*approach to review the following processes: ● Pre-Planning Schedule for all staff ● School Calendar(2023-2024) ● Master Scheduling (to include review of bell schedule and classroom assignments for teachers and students. ● Identifying Grade Level Teams ● Engagement of Community in School ● Communication Sources (How information is disseminated to all

stakeholders through Face Book, Remind, Class Dojo, School Website.)
- Recruitment of Teachers who has PSC certification or teachers working toward PSC certificate
- Enrollment and Recruitment of Students
- School-Wide Behavior Management (Discipline Data)
- Promotion and Retention Processes
- Grading Practices
- common grade level assessments
- Continue update to the SCSC Corrective Action Plan
- Updating of Employee Handbook
- Updating of Parent and Student Handbook
- Identification of Curriculum and Instruction Materials
- Identification of students needing support services (EIP, REP, SWD, Ga-MTSS-(RTI)
- Methods used to Embed Professional Learning during the school day
- Data Collection Process and Use
- Student Dismissal (Silent Dismissal)
- Entering/Exiting the school building.(School Check-In Program)

| What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?") | The Process Data identified a number of processes that needed to be improved or redesigned. The following processes need to be redesigned or improved:
● Faculty and staff need more time during pre-planning to prepare for and receive training for needed changes in the SCSC Corrective Action Plan for the 2023-2024 school year to support the student needs and implementation of the infusion of the mission and vision in the district.
● Establishing a strong instructionally focused curriculum in the Cirrus Academy Charter School through strategic planning. Establish measure that monitor an emphasize student achievement and stakeholder engagement.
● All teachers will be provided training on how to create the first nine weeks unit plan prior to the beginning of the school
● The 2023-2024 School Calendar was adjusted to include assessment dates, grading reporting schedules for parents and important activity dates. The PL calendar was added to increase PL for the staff.
● The master schedule was altered to include different time-lines for different grade levels to increase time in ELA and Math as well as a time for character education, announcements, and increased learning time to improve student achievement and discipline.
● The communication sources for all stakeholders need to include technology based measures, user friendly apps, social media as well as paper based media to reach all stakeholders.
● The instructional materials used in each classroom is aligned with the Georgia Standards of Excellence and STEAM Curriculum to engage all |

	learners in the instructional processes. To reach all learners the curriculum and instructional process should also include extensive training for all staff on how to use the materials to engage parents and students with at-home access for user friendly access and support for students. ● The school's silent dismissal check-in technology system is working to improve school safety and staff attendance accountability but the monitoring process by office staff needs some improvement. ● An update is needed in the faculty and student handbook to include updated state and local policies and procedure as needed. ● The Ga-MTSS (Multi-Tiered Student Support) approach to identify EIP, REP, SWD, 504, and other student needs need additional processes to support the training needs of all staff at Cirrus Academy with the focus being on identification and implementation of best practice that support the fidelity of the program. ● The academic performance of all students will be managed through the recruit and retaining of highly qualified teacher and paraprofessional. Manage leader and highly qualified teacher effectiveness.

What achievement data did you use?	● Georgia Milestones Assessment (2022-2023) and 2021-2022 (Trend Data) ● Georgia Milestones Assessment FY 22 Preliminary Data ● Data from Summer Remediation Program(Study Island, MAP, and BAS) ● GKIDS ● MAPS ● DCR Beacon ● Renaissance STAR Reading and Math ● Scientific Learning Fast Forward ● MyOn ● HMH Reading Inventory ● Renaissance Learning Accelerated Reader Test ● Reflex Math ● Study Island benchmark assessments ● Keensville Preliminary data ● Course Pass/Fail Data (2022-2023) ● Formative and Summative Classroom Assessment Data ● Fall Pre-Test Data (Instructional Programs-Holt Mifflin (Journeys(K-5)-Collections-(6th-8th)- Go Math-(K-8th)) ● Parent surveys ● Student surveys

What does your achievement data tell you?	● Over 55%% of the students at Cirrus Academy is academically functioning well below grade level and are beginning learners in Math and ELA per the 2022-2023 Georgia Milestones Assessment. Although Cirrus Academy anticipate meeting their goals for the CCRPI data, Cirrus Academy still need to improve literacy across the curriculum do to an increase in student enrollment which fluctuates from year to year. ● There is a need for a deeper understanding of the use of data by school staff to drive instruction for all students. (EIP, REP, SWD, 504, Ga. MTSS) ● School staff need to collect data from multiple sources when identifying student strengths and weaknesses. ● Frequent progress monitoring is needed to impact overall school improvement and improve student achievement. (Walk-Throughs, Classroom Observations, TKES/LKES, Fast Forward, and Reflex Math) ● Teacher training is needed to identify and implement research based instructional strategies that lead to positive student achievement. ● The need to establish a clear vision for school wide data use. ● Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses. ● Collaboration among teachers in each step of the data-based inquiry process is needed to maximize the benefits of data use by helping teachers share effective practices, adopt collective expectations for students' performance. ● Formulate a professional learning where teachers and leaders do a book study on how to implement evidence-based reading strategies.

What demographic data did you use?	The Demographic Data used: ● Enrollment Data(2016-2023) ● Attendance Data (2016-2023) ● Class Size ● Gender ● Special Education status ● Lunch Status ● Staff Demographics(Number of staff by category-Certification-years of experience) ● Retention Rates ● Ethnicity ● Student/Teacher Ratio ● Discipline Data (PBIS) ● Crime Rate ● Data from Cognia Accreditation team ● Wellness data

What does the demographic data tell you?	The demographic data tells Cirrus Academy: ● The Enrollment has been consistently increasing across all grade levels for the past 2 years. ● Students attendance has been consistent with a large number of students consistently tardy. ● Some students come from families where graduation or college is limited. ● The students are from families who live in high crime areas. ● The diversity of the students at Cirrus Academy. (93% African American, 2% Multi-Racial, 4% White, .5% in foster care, 4 the one large impact on a student is the family's income or socioeconomic status. Research has found that the socioeconomic status of the student is an important predictor of achievement, and that the percentage of students on the free and reduced lunch program can serve as a proxy for socioeconomic status. ● Both boys and girls are academically performing at about the same performance level. ● Although discipline events are not very high at all, 35% of the discipline referrals deal with respect for learning environment in the form of classroom disruptions.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The coherent instructional trends and patterns that will support the identification of student, stakeholders, staff, and leader needs are: ● Use a Leadership Team Approach to address and Identify overall school needs for continuous school improvement ● A united approach including all leadership, staff and stakeholders is needed to improve student performance in ELA and Math performance in all grade levels (K-8th Grade) as it relates to literacy, content development, and direct instruction. ● Common grade level assessments. ● Team planning for instruction by grade level and course (K-8th grade) for consistency and alignment. ● Professional Learning needs embedded and monitored through-out the school year on literacy, differentiated instruction, and content base instruction using GSE. (Georgia Standards of Excellence) ● Professional Learning needed on using evidence based instructional strategies to be used to deliver quality instruction to all students. ● Updating and refining the instructional curriculum and materials with adjustments made as needed while using books, technology and project-based learning with the STEAM curriculum must be pervasive through-out the school in all grade levels. ● Increase Learning time (at the beginning of the school day and at the ended of the school day) and extended learning days supports an increase in student achievement by adding additional instructional opportunities for students with below level performance in ELA, Reading and Math and provide acceleration learning opportunities also. ● Data must drive instruction, processes, procedures and communication to all stakeholders on a consistent basis for continuous improvement. ● Offering instructional support for students with special needs in co-taught classroom settings. (SWD-students with disabilities-K-8th; REP-Remedial Enrichment Program- 6th - 8th: , EIP - Early Intervention Program - K-5th) ● PBIS - (Positive Behavior Intervention System) Cirrus provides continuous training with PBIS. PBIS will decrease the number of discipline referrals and improve classroom management. ● School Improvement Plan to address our comprehensive Support Improvement (CSI) to ensure coherent instruction, professional capacity, teacher clarity, supportive learning environment, family and community engagement and effective leadership.

Strengths and Challenges Based on Trends and Patterns

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	• Teacher Mentoring to support new staff. • Providing support for established Leadership Team. • Professional Learning to share the Vision and Mission, school data, and school-wide expectations and student needs. • Pre-Planning sessions that support literacy, content development, differentiated instruction and the understanding of being an effective educator for students at Cirrus Academy. • School budgets are designed to reflect the needs of the students and staff at Cirrus Academy. • The hiring and maintaining certified staff. Teaching staff will be required to work toward certification by passing the GACE, enrolling in TAPP, enrolling in GCU. Each non certified teaching staff will be provided Professional Learning Plan (PLP) or Professional Develop Plan (PDP) to ensure that they stay focused on completing certification with fidelity. SPEd teachers will take GACE 87 and 88 and be provided a Professional Learning Plan to ensure that they have a better understanding of the general curriculum. • Innovative PL training provided by Middle Georgia RESA to provide teachers, para professionals and support staff with the specified support they need to develop differentiated instruction, content based instruction, Math Talks, and literacy. • School Leaders are purposeful in understanding the needs of the school by frequently viewing the data to drive decision making after each grading period, assessments(formal and informal), professional learning sessions, classroom walk-throughs, surveys submitted by stakeholders, feedback from parents after parent meetings and leadership team meeting. • Following the strategic plan that will improve the whole child at Cirrus Academy, the Leadership team and the Governance Board are working together to complete the accreditation and continuous improvement. • Make continuous improvement on the SCSC Corrective Acton Plan.

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The important trends and patterns are providing teachers with the necessary training and professional development need to implement the Georgia Standards of Excellence need to have students meet their needs. All teachers and para professionals will be provided with instructional training needed to instruct the students. • Co-Teaching model • Grade Levels involved with Master Schedule for their Grade Level • Adding (SWD, EIP, REP, MTSS-RTI) • Job embedded continuous training provided throughout the school year during teacher planning periods, after-school and Saturdays (as needed) by the

Strengths and Challenges Based on Trends and Patterns

academic coach, school leadership and invited presenters to provide a standards based approach to:

- Using Curriculum Materials
- literacy
- content development
- differentiated instruction
- Using multiple sources of data for instructional planning
- Unwrapping the standards of excellence
- Co-Teaching with Special Education staff, EIP and REP Teachers
- Creating Student Data Notebooks
- Implementing Research Based Instructional Activities during instruction
- Reading Across the Curriculum
- Creating a Standards Based Classroom
- Lesson Planning (Grade Level Planning- Planning by Courses- Vertical Team Planning)
- Understanding Assessment Data and How to use it
- Attend local and state conferences to stay abreast of the changes and needs to support Cirrus Academy Charter School
- Common grade level assessment
- teacher clarity

- Teachers who are not Ga Professional Standards Commission certified, will be provided the teacher training information needed to earn their certification through traditional and non traditional teacher preparation programs.

Cirrus believes that capacity is often viewed as a quantity that is expansive and can be grown and does not happens overnight. And the capacity Cirrus will really be discussing is the capacity for self-reflection, planning, intentionality, and critical thought as it relates to literacy.

In *building Cirrus teachers' capacity for success*, Cirrus will unearthed a very real and very consistent connection between a teacher's reflective tendencies and teaching effectiveness: As teachers develop their self-reflective abilities, they are better equipped to strengthen their instructional skills, plan details, and meet the varied needs of their students.

Then Cirrus will provide ongoing, job-embedded support to nurture teachers' growth along the continuum, through instructional coaching and timely feedback.

The instructional coaching model (Academic Deans), which will be embraced by the school involves intentional relationship building, targeted coaching strategies, and meaningful support all based on each individual teacher's current reflective stage. This ensures that the approaches match the teacher's ability to reflect and analyze the coaching and teaching methods discussed. Instructional coaching models are implemented by instructional coach, curriculum specialists, and teacher leaders in the building.

Administrators, meanwhile, embrace the notion of serving as instructional leaders by spending more time in classrooms, informally observing teachers and providing timely, meaningful feedback. The feedback is phrased and

Strengths and Challenges Based on Trends and Patterns

	delivered in a way that is best received by the teacher based on each individual teacher's current reflective stage. Whether it's a quick post-it note, a filled-out form, an e-mailed note, or a face-to-face conversation, the feedback ensures that teachers can reflect on and consider their teaching approaches consistently and intentionally.

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Family and Community Engagement trends and patterns that will support the identification of student, teachers, and leaders are Cirrus was able to go out into the community and have teacher fairs where they interviewed teachers and provided the with the schools mission and vision for the students of Cirrus. Parents were provided with assessment information on how to help their child succeed on state assessment such as reading and communicating with one's child on a daily basis, checking for homework, and communicating with your child's teacher and administrator. Parents were provided with assessment such as reading and communicating with one's child on a daily basis, checking for homework, and communicating with your child's teacher and administrator. Parents will be provided a data night where they will be taught how to understand data sent home to them by the school. Parents will be provided AR nights, math nights, STEM nights, the Arts night and a night of technology fairs.

Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	1. Family and Community Engagement trends and patterns that will support the identification of student, teachers, para professionals, and leaders at Cirrus was able to go out into the community and have teacher/para professional fairs where they interviewed teachers/para professionals and provided them with the schools mission and vision for the students of Cirrus. Parents were provided with assessment information on how to help their child succeed on state assessment such as reading and math. Parents were provided with strategies on how to communicate with their child on a daily basis, checking for homework, and communicating with their child's teacher and administrator.

Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Demographic and financial trends and patterns that will support the identification of student, teacher, and leader needs by providing staff with curriculum needs across the content. Teachers and leaders are provided with professional development need to teach the students the curriculum being provided by Cirrus. Students need to be provided with free tutorial on a daily basis to assist with deficiency in reading and math as it relates to literacy. Parents are surveyed to see if they are interested in before and after school

Strengths and Challenges Based on Trends and Patterns

	tutoring, Many of them were but did not have the financial needs to provide their students with the help they needed.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Supportive learning environment trends and patterns will support the identification of student, teacher, para professionals, and leader needs by; ● Collaborate with students, teachers and leaders to develop group agreement that sets the parameters for class discussions. ● Students and Teachers will reflect on their own role in discussions - acting as a facilitator of the conversation to help to generate many viewpoints.(Using Socratic Seminar- Gallery Walk- Fishbowl-Think-Pair-Share) ● Use a range of DOK (Depth of Knowledge) questioning techniques ● Recognize that some students may not feel comfortable sharing by understanding student Learning Styles. ● Increase learning time before school, first 30 minutes of school day and last 30 minutes of school day. ● Add extended learning hours as needed per the results of multiple sources of school data. (Attendance, Discipline, Assessment, etc.) ● Technology will be used to introduce various curriculum components as well as provide opportunities for independent learning at school and home. ● Literacy across the curriculum used to allow the frequency of reading while providing opportunities to expand student vocabulary in different genres. ● Establish a climate and culture in the school of high expectations and good character by implementing PBIS school wide. ● Incorporate literacy across all content areas.

IDEA - Special Education

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

Strengths	
	● Responding to needs expressed by various feedback sources.ul ● RTI -Ga MTSS Process Middle Georgia RESA along with GLRS will present in-service programs to staff members and parents with information about:● Co-Teaching ● The Power of 2 ● Understanding the IEP Process

IDEA - Special Education

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

	• Using SWD accommodations in Lesson Planning • Using Differentiation in the Co-Taught classroom • What is Ferpa? • Child Find • Continuous implementation of research-based instructional materials and integrated technology into its inclusion classrooms.ul • 30 Chromebook Cart • Noise Reduction Headphones • Ga Finish-line Workbooks • Study Island Technology Program • Holt Mifflin Harcourt Journeys and Collections Programs (Books and Technology Based Program)(K-8th Grade) • Holt Mifflin Harcourt GO- Math Program (Books and Technology Based Program)(K-8th Grade) • Holt Mifflin Harcourt Science-Health Program (Technology Based Edition for home and school)(K-8th Grade) • Scholastic News (K-6th) (Paper Edition and Technology based Edition • Fountas and Pinnell Guided Reading program All Special Education staff for instruction and support services are certified.• Teachers • Speech Therapist • Psychologist • Occupational Therapist • Para-Professional The Special Education team at Cirrus Academy Charter School works collaboratively with all staff to improve the instructional opportunities as well as improve student achievement. All SPED Teachers and staff will be provided additional training on the general curriculum so they can plan proficiently in the inclusion classes. All SPED teachers need to obtain the Reading and Math Endorsements so they will be able to provide evidence based instructional strategies in literacy and math.

IDEA - Special Education

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

Challenges	
	• Using pre-post benchmark data to amend IEP goals as needed throughout the school year when progress or regression is observed.ul
	• Study Island
	• Georgia Milestones
	• MAP data
	• Reflex Math
	• Fast Forward
	• DRC Beacon
	• STAR Reading and Math
	• Teacher Made Formal and Informal Tests and Quiz Data
	• Common grade level assessments
	Improve parent communication by using school tools to share progress monitoring information.• Facebook
	• Remind (phone based communication tool)
	• Class Dojo
	• Silent Dismissal App (Communication and Dismissal Tool for teachers and parents)
	• Schedule Parent Conferences (Face to Face)
	• Assist with signing up SWD Parents for Infinite Campus Parent Portal.
	• TEAMS
	• Google Classroom
	Improve the co-taught relationships with school staff in classroom.• Schedule Collaboratively Planning with Regular Ed Teachers (Before School-After School-During Planning Period)
	• Effective Planning with Regular Education Teachers
	• Using Differentiated Activities to meet student accommodations

Title I - Part A - Improving Academic Achievement of Disadvantaged

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	1. Cirrus an extensive knowledge of the content use has increased the number of certified teaching staff. 2. The leaders and teaching staff has a genuine concern and love for student achievement. 3. The staff has extensive knowledge of the content and the ability to explain complex task to the students.

Challenges	1. Improving literacy and differentiated instruction across the curriculum as demonstrated on the Georgia Milestone. 2. Improving relationship between all stakeholders. 3. Improving teaching and learning of diversified students. 4. Provide an effective mentoring program for teachers and staff. 5. Provide Common grade level assessments

Title I, Part A - Foster Care

Strengths	Provides accommodation for all foster care students identified by our local DFACS office.

Challenges	When foster care students are identified with needing multiple needs, it is difficult to provide for all of their needs when they are enrolled during mid year.

Title I, Part A - Parent and Family Engagement

Strengths	1. Back to School Bash 2. Community involvement within our school. 3. Numerous partners identified and participate on a regular basis. 4. Great relationship between partners and school. 5. Grandparents Day program 6. Thanksgiving luncheon 7. Parent EIP/REP meeting 8. Back to School Bash 9. Testing Training 10. Curriculum Night 11. Report card pickup 12. Math nights

Title I, Part A - Parent and Family Engagement

	13. Reading Nights/AR 14. Read a thon 15. Virtual training 16. Technology training 17. Technology fairs 18. STEM nights

Challenges	1. Recruiting parents to participate more on a daily basis. 2. Involving all parents in training held at Cirrus. 3. Proving morning and night training 4. Providing more virtual training 5. Providing students with early morning and after school tutorial 6. Extended day academic enrichment 7. Transportation to and from school

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	Cirrus will follow the MEP state plan when addressing migratory students or the identification of migratory students. Cirrus Academy Charter School provides the current Title I Part C: Migrant Education Program Occupational Survey Forms as a part of the enrollment registration packet for new enrollee's, returning student and/or during the back-to-school registration process. If a positive entry is noted on the return form, the district will coordinate with the GaDOE MEP Consortium Specialists from Abraham Baldwin Agriculture College (ABAC) for further review of the occupational survey form. If the system receives notification from the MEP office that a family or a student has qualified, then the school social worker, school nutrition director, the school information specialist, and/or principal are informed. To download the FY19 MEP occupational survey form click on the link: https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Migrant%20Education%20Program/FY19%20%MEP%20Occupational%20Surveys%20DEC%202017.pdf

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

Challenges	Challenges will be being able to ensure that migratory students in Cirrus area are aware of Cirrus and will enroll in Cirrus.

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

Strengths	When neglected and delinquent children are identified policy will be followed. Students will be provided with all necessary materials. At this time Cirrus do not receive funds from Part D

Challenges	none identified at this time.

Title II, Part A - Supporting Effective Instruction

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

Strengths	Cirrus has created learning environments where students are active participants. ● PBIS ● Frequent Celebrations on Friday's for positive progress in each classroom ● Learning Centers ● Project Based Activities ● Instructional Materials include visual aides and hand on kits. (Ex. Pitsco-Robotics) Students are provided a built in instructional learning time at the beginning of the school day and the ending of the school day. ● Master Schedule changed to support additional learning opportunities (8:00 a.m. - 8:30 a.m. and 2:30 p.m - 3:00 p.m.) ● Extended Learning days - scheduled 4 times this school year for 4 days each session. ● Retest and reteaching to ensure that all students meet the standards.

Title II, Part A - Supporting Effective Instruction

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

	● Curriculum materials to match the Georgia Performance Standards of Excellence. ul ● Holt Mifflin Harcourt ELA/Reading Curriculum - Journeys and Collections - (Books and Technology Based Program for Home and School)(K-8th) ● Holt Mifflin Harcourt GO Math (Books and Technology Based Program for Home and School)(K-*th) ● Holt Mifflin Harcourt Science ● Claimont Press (Social Studies -textbook and Technology Based (6th -8th Grade) ● Gallopade Social Studies (K-5th) ● Pitsco - STEM Program ● Freckles K-8 ● Accelerated Readers ● MyOn ● Scientific Learning Fast forward ● Reflex Math ● Study Island ● Fountas and Pinnel Phonics, reading and writing program

Challenges	1. Providing students with before school and after school tutorial. 2. Providing extended day academic enrichment 3. Providing teachers with professional learning through out the school year 4. Providing students with transportation to and from school

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.

Language Instruction for English Learners and Immigrant Students

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

Strengths	The Cirrus Academy Charter School provides for the ESOL students by providing them in the registration packet with the Title III law says under the ESSA requires uniform statewide entrance and exit procedures for ESOL programs. This necessitates the use of a universal, state-required Home Language Survey (HLS).

Challenges	Should the Cirrus Academy Charter School enroll or withdraw any ESOL students, it will coordinate with the GaDOE Title III law which says under the ESSA requires uniform statewide entrance and exit procedures for ESOL programs. This necessitates the use of a universal, state-required Home Language Survey (HLS). At the present time cirrus Academy does not have any ESOL students who has completed the enrollment packet, however if Cirrus should acquire any students who do meet this criteria.

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

Strengths	Homeless children and youth are given first priority for enrollment when they come to Cirrus. Cirrus implement al homeless children and youth act.

Challenges	Cirrus receive very few students who are homeless and when they do they are admitted with poper documentation.

Title IV, Part A - Student Support and Academic Enrichment

Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	We provide all students with the support they need through the content as well as enrichment programs of science math, arts, and music. We provide extracurricular activities such as Spanish, arts, music, dance, football, basketball, and other activities.

Challenges	Providing transportation for the students to go home from the academic enrichment. Providing students with a free tutorial after school and before school in reading and math to ensure that all students achieve on grade level and above.

Title I, Part A - Equitable Access to Effective Educators

Strengths	85% of Cirrus teachers and staff are certificated and meet our school charter of being effective.

Challenges	Ensuring 100% of Cirrus teachers are certified teachers according to GAPSC.

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	To improve literacy instruction in grade k-8.
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	Students will be provided with instructional materials which match the Georgia Standards of Excellence. • Fountas and Pinnell reading • Reading/ELA Journeys/Collection Series (K-8th Grade) • HMH Science Program - (textbook and Technology Based-K-8th Grade) • Gallopade Social Studies (k-5th Grade) • Clairmont Press (Social Studies- 6th -8th) • STEM • Freckles • Edmentum Study Island • Renaissance Learning • Scientific Learning Fast Forward • Reflex Math Teachers are being provided training on how to use these materials to teach the Georgia Standard of Excellence from grades K-8. • Stem in the science text. • Fountas and Pinnell training • HMH Trainers for Journeys, Collection • Stemscopes Science • Clever • Class Link • Google Classroom • Cirrus Academy Administrative Team(Pre-Planning sessions in July)ul • Faculty Handbook • Charter, Vision and Mission Review • Standards Based Learning at Cirrus Academy Charter School Assistant

Overarching Need # 1

Additional Considerations	Principal/Academic coaches/ Literacy Coach
	• Coteaching training - Middle Georgia RESA/GLRS
	• Using Assessment Data to Drive instructional Planning - Assessment Coordinator
	• Grade level common assessments
	Teachers will be provided training on literacy, content development, and differentiated instructionAdministrators will be evaluating teachers use of the materials and will be assessing the students throughout the school year.
	• Ga TKES/LKES Observations
	• Focus walks daily
	Teachers will utilize this data to drive their instructions with their students.
	• Individual Data Notebooks Created
	• Progress monitoring with fast forward and reflex math
	• Create Unit plans and Weekly Lesson Plans(Review, Revise, Implement)
	Students will be able to use the data to make goals for their learning.

Overarching Need # 2

Overarching Need	To increase teacher content knowledge for math instruction in grades K-8.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	2

Additional Considerations	• Teachers/paraprofessionals will be provided ongoing training on Math standards by the Math Coach
	• Teachers/paraprofessionals will be provided training on Math Talks
	• Holt Mifflin Harcourt Go-Math
	• Freckles
	• STAR Math
	• DRC Beacon
	• Facilitate professional learning on the Georgia Numeracy Project for grades K-8 teachers.
	•ul
	• Cirrus Academy Administrative Team(Pre-Planning sessions in July)ul
	• Faculty Handbook
	• Charter, Vision and Mission Review
	• Standards Based Learning at Cirrus Academy Charter School Assistant Principal/Academic coaches/ Literacy Coach

Overarching Need # 2

Additional Considerations	• Coteaching training - Middle Georgia RESA/GLRS • Using Assessment Data to Drive instructional Planning - Assessment Coordinator Teachers will be provided training on Math talks, math standards, math remediation plans, and differentiated instructionAdministrators will be evaluating teachers use of the materials and will be assessing the students throughout the school year. • Ga TKES/LKES Observations • Focus walks daily Teachers will utilize this data to drive their instructions with their students. • Individual Data Notebooks Created • Progress monitoring with fast forward and reflex math • Create Unit plans and Weekly Lesson Plans(Review, Revise, Implement) Students will be able to use the data to make goals for their learning.

Overarching Need # 3

Overarching Need	Establish a school culture that is conducive for learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Facilitate professional learning on teacher clarity for K-8 teachers with a focus on content clarity and pedagogical practices and evaluate each professional learning session using the Kirkpatrick model.

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 - To improve literacy instruction in grade k-8.

Root Cause # 1

Root Causes to be Addressed	1. Lack of content development to meet the state standards of excellence. 2. Poverty Students coming to Cirrus behind in reading. 3. Students enrolling with instructional deficits.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	• Teachers training is needed to work with the RTI- Ga MTSS process to identify specific skill deficits in each student after pre-benchmark assessments data has been received. • Retention of Certified Staff previously trained to support student needs. • PL needed on differentiated instruction, literacy, and content development. • Receiving current student data during the enrollment process. • Using the data from the benchmarks and classroom assessments for lesson planning to drive their instructions. • Communication with parents and students about the meaning of pre-and post assessment data as well as progress monitoring for ownership of their learning. • Before and after school tutoring to enhance literacy instruction. • Paraprofessional to assist with small group instruction in literacy.

Root Cause # 2

Root Causes to be Addressed	Establish an accountability for teachers, students, and administrators.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Reduce student's stress in reading and math.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Students enter Cirrus below level in reading and math. Paraprofessionals will assist with small group instructions in reading and math.

Overarching Need - To increase teacher content knowledge for math instruction in grades K-8.

Root Cause # 1

Root Causes to be Addressed	Provide student responsive environments
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	● Classroom space and arrangement will be assigned for the flexibility to create centers, technology labs, and projects.

Root Cause # 1

Additional Responses	• Comfortable seating, room temperature, and varied lighting will be added to enable comfortable work areas as needed. • Differentiation of instructions that meet the needs of all students and their learning styles will be implemented in all classroom. • Before/After School tutoring to meet the needs of the students in math. • Paraprofessional assistance during math instruction to assist with small group instruction in math. • PL in math instruction

Root Cause # 2

Root Causes to be Addressed	Build strong relationships.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	Teachers and administrators will get to know the students and families by attending • Performances • Games • Putting on Plays at school • Having Grade Level Celebrations on Friday's • Show and Tell Lessons • Character Day at School • Field Day Activities • Community Fair on Campus for students and parents • Parent Nights (Curriculum, Report Card Pick-up, Movie Night,) • Breakfast with the Principal • Parent/Student Thanksgiving Meal at school • Grandparents • Wellness Teachers will conduct interest surveys so that students interest will impact their education in a positive way.

Overarching Need - Establish a school culture that is conducive for learning

Root Cause # 1

Root Causes to be Addressed	Increase the Star Rating from a score of 1 in 2019 to 4 in 2022 Increase Attendance, student engagement
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

District Improvement Plan
2023 - 2024

Cirrus Charter Academy

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To improve literacy instruction in grade k-8.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	1. Lack of content development to meet the state standards of excellence. 2. Poverty Students coming to Cirrus behind in reading. 3. Students enrolling with instructional deficits.
Root Cause # 2	Establish an accountability for teachers, students, and administrators.
Root Cause # 3	Reduce student's stress in reading and math.
Goal	100% of all students who enroll at Cirrus in Kindergarten and stay with Cirrus until the end of the 3rd grade will be reading at grade level as determined by the GMS.

Action Step # 1

Action Step	Build Teacher Capacity in all subject areas with a focus on literacy.
Funding Sources	Title I, Part A SIG
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, agendas, and presentation
Method for Monitoring Effectiveness	MAP and STAR Reading data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Ensuring High Quality instruction in all classrooms
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	TKES, walk through,
Method for Monitoring Effectiveness	weekly assessments MAP and STAR data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, Teaching and learning director, and Literacy Coach
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	TAPP provided by Middle Georgia RESA/GLRS or GAPSC approved colleges or Universities coursework to lead toward GAPSC certification in Elementary Education or middle grades certification.

Action Step # 3

Action Step	Implement a reading program (Fontas and Pinnell) to assist in literacy and reading instruction. Monitor student progress.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheets, presentation, lesson plans
Method for Monitoring Effectiveness	common weekly assessments, MAP and STAR data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Implement the components of a standards-based classroom by providing teachers with professional development and monitoring the implementation in the classroom
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	weekly lesson plans Assessment notebooks
Method for Monitoring Effectiveness	weekly formative assessment
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Action Step # 4

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)?	Middle Georgia RESA/GLRS

Action Step # 5

Action Step	Develop a student goal setting plan to monitor growth beyond learning the core.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	observation and goal setting sheet
Method for Monitoring Effectiveness	observations TKES
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Moderate

Action Step # 5

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)?	Middle Georgia RESA/GLRS

Action Step # 6

Action Step	Implement support systems that provide targeted support (tutoring, use of para-pros, remediation, acceleration, special education) to enhance student learning in literacy.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	tutoring list and tutoring schedules
Method for Monitoring Effectiveness	MAP and STAR data
Position/Role Responsible	Principals, Special Education director, Dean of Students, Academic Deans, STEM Committee, Middle GA RESA, Assessment Director, and Intervention Specialist
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase teacher content knowledge for math instruction in grades K-8.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Provide student responsive environments
Root Cause # 2	Build strong relationships.
Goal	By the end of the 2024 school year, as measured by the GMS the percent of students classified as Developing learning will increase from 42% percent to at least 52% percent. The percent of students classified as proficient learner will increase from 10 percent to at least 20 percent. The percent of students classified as Distinguished leaner will increase from 1 percent to at least 10 percent

Equity Gap

Equity Gap	TAPS Distribution

Content Area(s)	Mathematics
Grade Level Span(s)	3 4 5 6 7 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	Implement and monitor number talks by providing professional learning for teachers.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets, agendas, PL presentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Provide continuous professional learning on evidence-based instructional strategies to build content knowledge of teachers
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets and agendas documentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach, paraprofessional
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Middle Georgia RESA makes frequent visits to ensure that Cirrus is implementing Math with fidelity.

Action Step # 3

Action Step	Implement the mathematical practices framework. Teachers will be provided Math Talk Professional Learning
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	sign n sheets, agendas, and PL presentation
Method for Monitoring Effectiveness	MAP data, STAR MATH data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach, and paraprofessionals
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Implement a math program to assist in supporting students and providing professional learning for teachers.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheets, presentation
Method for Monitoring Effectiveness	STAR MATH and MAP data
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 5

Action Step	Implement support systems that provide target support (tutoring, use of para-pros, remediation, acceleration, special education) to enhance student learning in mathematics
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	lesson plans and observations
Method for Monitoring Effectiveness	weekly
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

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)?	RESA

Action Step # 6

Action Step	Staff will be provided technology based activities to increase student learning. Teachers, paras, and admin staff will learn to use microsoft and google to administer assessments of learning to students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction
Method for Monitoring Implementation	lesson plans, agendas, assessments
Method for Monitoring Effectiveness	weekly
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, Technology Director, and Literacy Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Technology Director will provide training to staff during planning and on Saturday using technology base software in use at Cirrus

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish a school culture that is conducive for learning
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Increase the Star Rating from a score of 1 in 2019 to 4 in 2022 Increase Attendance, student engagement
Goal	By the end of the 2024 school year, Climate rating on the CCRPI will increase from one star to four stars.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans

Content Area(s)	Other : discipline
Grade Level Span(s)	K 1 2 3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Create/implement and monitor a detailed school culture data plan that includes grade level discipline referrals, attendance, culture parent/student surveys.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting minutes to develop plan, agendas to develop plan, plan
Method for Monitoring Effectiveness	surveys from parents and students, comparison of the number of days absent from last year to this year/ Discipline referrals from last year to this year.
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 2

Action Step	Implement and monitor PBIS
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Observation/ charts in hallways/ PBIS agendas, sign in sheets and presentation
Method for Monitoring Effectiveness	discipline data/ survey from PBIS/ attendance from last year to this year.
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Provide professional learning to staff on PBIS
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	agendas, sign in sheet and presentation
Method for Monitoring Effectiveness	data from discipline and attendance
Position/Role Responsible	Principals, Assistant Principal of Instruction, Assistant Principal of Discipline and PBIS, Special Education Director, Data Strategist/MTSS Specialist, Dean of Students, Math Coach, STEM Committee, Middle GA RESA, Assessment Director, and Literacy Coach
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Establish a criterion of high expectations for students and teachers to students that include the establishment of rituals and routines for all classrooms
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet and agendas share high expectations with students (lesson plans)
Method for Monitoring Effectiveness	Monitoring school behavior data and measuring progress;
Position/Role Responsible	PBIS team
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 5

Action Step	Provide a description of conduct that meets the expectations for the behavior of students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheet and agendas share high expectations with students (lesson plans)
Method for Monitoring Effectiveness	Sharing school behavioral referral trends with school faculty and staff; and Reporting school behavioral trends and outcomes to the PBIS coach, who then reports to the district PBIS coordinator.
Position/Role Responsible	PBIS team
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Surveys were given to parents, teachers, paraprofessionals, leaders, school board, community and other stakeholders to tell how best to improve the district literacy, content development, math, and differentiation of instruction student performance from developing to proficiency. Curriculum team completed a curriculum audit from all grade level staff. Cirrus partner with over 25 community stakeholders who play a viral role in the education of the students at Cirrus. Stakeholders complete surveys and once input is collected from schools, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding district prioritized needs, equity concerns, and identifying actions and strategies to address the needs. System stakeholders participating in our needs assessment process include the Federal Programs Director, the Special Education Director, Academic (coach) Deans, teaching and Learning Director, Homeless Liaison, Literacy and Math (Coach) Deans, administrators and teachers from each level, paraprofessionals, counselors, parents, community members, and higher education representatives from higher education institutions, as appropriate. The results of this needs assessment help the system identify inequities and areas in need of improvement and guide the development of plans and expenditure of funds. Data collected from the survey indicated that research based curriculum for phonics and math was needed to provide all students with standards based instruction. Parents and community partners were a part of the original adoption committee who reviewed and adopted the current curriculum materials. All stakeholders agreed to purchase the current identified curriculum materials. All teachers and staff were provided training on the currently adopted curriculum materials. New data indicate a need for additional literacy and math materials to enhance the current literacy and math curriculum materials. Guided reading, phonics, phonemic awareness, and vocabulary materials by Fountas and Pinnell has been purchased to assisted the literacy. Additional Math curriculum materials will be examine to enhance the current math materials. Continue Professional learning will be provided throughout the school year on literacy, differentiated instruction, use of data to improve student performance from developing to proficiency and above, literacy, math, and content base instruction. Technical assistance will be provided by the Technology staff, Success Coach, Student Support Service Coordinator, Parent and family engage coordinator, bridge academy coordinator. Parents are provided training on how to assist their child at home using the current curriculum materials along with other curriculum materials added with literacy and math through the three curriculum nights at the school Parents are surveyed annually to give feedback on the effectiveness of these materials.

Coordination of Activities

	Title II A will provide ongoing training for professional development for phonics, phonemic awareness, vocabulary and math for teachers and staff. Title II will provide assistance for teachers and leaders requiring certification. Coaches, leaders, assistant principals, principals and other school leaders will be provided professional growth through college credits, TAPP which will lead to additional certification Cirrus Academy Charter School will provide support to principals, assistant principals and other school leaders on literacy, math, college certification Cirrus Academy is identified as a CSI School. The school improvement team will provide teachers and staff on how to build unit and lesson plans to ensure that standards are being taught and mastered.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	The Superintendent, the Federal Program Director and the Human Resource personnel reviews the GAPSC reports. These reports are shared with the admin team in the spring prior to class assignments being made. Admin team are provided a list of years of experience for each teacher at Cirrus Academy. Admin Team and the Human Resource Director look at where inexperienced teachers are placed and efforts are made to ensure that these teachers are not placed in consecutive grade levels where avoidable. The CPI report worksheet is also used as a review tool to make sure that all classes are staffed based on the charter school definition of professionally qualified teachers. While Cirrus Academy Charter School District reserves the right to waive certification through the Strategic Charter Waiver the Human Resource Director and Federal Program reviews each proposed hire prior to submission to the Superintendent for Board approval. Certifications are reviewed by the Admin Team, Federal Program Director, and the Human Resource Director checks off on the online application whether the application can proceed as professionally qualified or if additional efforts are needed to meet these requirements. Any teacher hired without valid GA certification must begin the process to meet the requirements as soon as possible. Cirrus Academy Charter School seeks teachers with valid GA certification first before considering applicants who do not meet the criteria. The percentage of infield and out of field teachers is closely monitored by the Human Resource Director and discussed with the Superintendent and Admin team. All courses were taught by in field teachers during the school year just completed.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Cirrus Academy Charter School used the data from 2021 school year to hire experienced GaPSC certified staff for the 2023-24 school year. Cirrus used 2022-23 Georgia Milestone data to provide teacher and students needs and professional development strategy on research based instructional materials. G-KIDS data and Georgia Milestone data was use to provide teachers with Professional Learning on instructional research based materials. cirrus will provide on going and job embedded training with curriculum throughout the school year. Cirrus will provide evidence based Professional Learning aligned with Georgia Milestone and ESSA's definition of Professional Learning. State test scores, TKES, and local Benchmarks data will show improvement in teaching and student outcomes.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	In the current fiscal year certificates are needed for all teachers except Special Education, paraprofessionals, and EIP teacher This waiver is only utilized when necessary and applies to all applicable content fields and grade level bands. Teachers who hold a charter waiver must have 21 hours or more in the content area they are teaching.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	All charter waiver teachers hold a minimum Bachelor degree and hold a waiver certificate. Then Cirrus Academy looks at content assessment, course work. and field experience as a means for each teacher to have a plan to earn a GAPSC certificate. All SPED teachers must hold a GAPSC certificate in SPED, however SPED teachers will have a plan to get content certification as well.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	Cirrus Academy Charter School District has one school and will focus on the strategies listed to address needs in the district improvement plan to provide support to individual teachers in need. Collaboration between the staff in need of support will provide a basis to provide support. At the monthly administration meeting Human Resource Director will meet to discuss progress and needs. Title II Part A Funds will be utilized to provide support to the areas of need in the district improvement plan through the prioritization of Title II Part A funds 1) Professional Development provided in reading and math. 2) stipends will be provided for professional development in reading and math 3) Factors that Impact the Learning and Work Environment as it relates to the reading and math performances of the students. Cirrus Academy Charter is identified as CSI.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Cirrus Academy will have : ● Career Fairs are held for students in K-8th grade ● Participate in Local High Schools Smooth-Move Transition Activities ● Create Transition Plans for 8th Grade SWD Students ● SWD(Students with Disabilities)Counselors, Case Managers,Students, Teachers and Parents hold Transition Meetings with High School Lead SWD Lead Teachers. ● Students in 6th -8th Grade Take a Career Assessment Survey during the school year. ● The counselor will lead career exploration with K-8 scholars.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	● Cirrus staff will continue to implement PBIS school-wide. ● PBIS will establish common behaviors and expectations, built in early warning systems and provide real time behavior management for all students.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Cirrus Academy will have : ● Career Fairs held for students in K-8th grade ● Participate in Local High Schools Smooth-Move Transition Activities through-out the year ● Students will shadow various professionals in the community ● Create Transition Plans for 8th Grade SWD Students ● SWD(Students with Disabilities)Counselors, Case Managers,Students, Teachers and Parents hold Transition Meetings with High School Lead SWD Lead Teachers. ● Students in 6th -8th Grade Take a Career Assessment Survey during the school year.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Cirrus utilize the Child Find procedures to integrate services and support of any identified students with disability. Cirrus also works with the EEOC Head start to transition students from the four year old head start program into kindergarten. Head Start brings over the four year old to visit the school and shadows our kindergartners.

Title I, Part A - Targeted Assisted Schools Description

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

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Standard-based instruction with built in accelerated and remediation to meet student needs. Extended learning summer remediation before/after school tutorial Increase Learning time coaching for teachers to re mediate at risk students Technology director to increase students technology literacy to improve literacy across the curriculum. Title I school wide evaluation will be completed based on a review of multiple data points from above, including state assessments (GMS), MAP data given three times a year, to determine the effectiveness of the CLIP Plan and inform actionable changes for the following school year. Evaluation documentation will be housed in the federal program director office files.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	Cirrus Academy Charter School registrar will ensure that the Title I, Part C Parent Occupational Survey is completed for students enrolling in Cirrus Academy Charter School. The parent occupational survey is included in the student enrollment packets/student return packet to be completed by the parent of every returning student. Upon completion of the parent occupational survey, the federal programs director will immediately submit any forms check yes to having moved for work in the past three years who have also checked any item numbered 1-7 on the form to our state MEP consortium contact. Local school staff was trained in July 2019 on this procedure. In order to ensure the timely transfer of pertinent school records, including information on health, when children move from anywhere to Cirrus Academy Charter School will transfer those records upon proper request within 24 hours when possible. Currently Cirrus Academy Charter School has no students identified as migrant. Cirrus Academy Charter School Federal Programs Director will use the Migrant Student Information Exchange (MSIX) if and when they migratory students are enrolled to send move notifications by email when migrant students leave Cirrus Academy Charter School to ensure they are recruited in the receiving district; receive notification that a migrant student is arriving at Cirrus Academy Charter School; research a student's MSIX history to determine any special needs/circumstances, view a student's enrollment history to determine if immunization records exist, view a student's assessment and course history to ensure appropriate course enrollment and grade placement, communicate any special needs/circumstances that the receiving state should know, use designated graduation school information to align student coursework in receiving states, to determine Limited English Proficient (LEP) status, to determine Individualized Education Plan (IEP) status, to look for medical alerts, to ensure that high school students are in correct classes to meet graduation requirements.

Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). **2. Direct-funded LEAs describe:ul** **3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.** **4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.**	When migratory students are identified at Cirrus, Cirrus will follow the MEP state plan. Cirrus will contact ABAC consortium staff and collaborate with them to ensure that these vulnerable populations receive the appropriate instructional services. Cirrus will reach out to the 4H offices to ensure that unenrolled migratory students are enrolled. Cirrus will reach out during the school year and summer. Once identified in the district, cirrus will update their FY 24 CLIP. Collaboration starts at planning meetings. Cirrus will create opportunities for at least a weekly common planning time where grade-level teams at the elementary level, or content-area specialists at the middle school level, can work together with the English language development team or specialists from ABAC. They would examine the curriculum and plan out how they will scaffold and differentiate instruction for multilingual learners and others who need the extra support.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** **What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?** **Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity**	Cirrus Academy Charter School's enrollment is K-8 and the school is involved in improving scholar success and the scholar' graduation rate as they transition from grade to grade and move on to high school and beyond. At Cirrus Academy Charter School, a systemic approach includes simultaneous pursuit of a combination of targeted and school wide initiatives. The activities Cirrus Academy will implement is designed to improve students with disabilities attendance/tardiness rate, classroom behavior, achievement success and course completion. Goals for those areas are currently needed to successfully transition our students from grade to grade and course to course as well as lead to school success that increases the long-term graduation rate. Some of the additional activities that will be implemented are: ● All scholars will be provided K-8thGrade inclusion classes throughout the Instructional day with support from certified Special Education staff that provides each special needs student with instructional support as they use ● the Georgia Standards of Excellence and goals from the scholar's IEP for instruction. ● Weekly progress monitoring data reports will be completed by school staff and results will be discussed in team and collaborative team meetings. Progress Monitoring data will be shared with parents each 4 ½ week grading period. ● Evidence based progress monitoring notebooks will be completed for each SWD student and data will be use for annual reviews, data reviews, instructional planning, parent/teacher meetings and student goal setting. ● Transition Plans will be created for 8thGrade students in a meeting with the support of the student, parents, Cirrus SPED staff, Cirrus Academy regular education teachers and the high school SPED lead teacher as well as the high school counselor from the student/parent selected high school that they will attend in the 9thgrade to discuss graduation pathways. The Director of Special Education will review all transition plans created by the transition team for accuracy and GADOE/ SPED compliance. ● The SWD students will complete a College and Career Readiness Survey. Survey Data will be reviewed and discussed by Director of Special Education and staff to update student needs and goal setting.

IDEA Performance Goals:

	● 8thgrade high school shadowing fieldtrip opportunities will be provided at the local high schools for students and parents to discuss student pathways. Students will complete surveys and small group sessions to discuss their shadowing experience with the Special Education Director, teachers(SWD and Regular ED teachers), and parents. ● A School-wide attendance policy will be implemented and discussed by school administration implemented with parents, students, and staff. ● All staff will be monitored by the Director of Special Education and other school administrators using walk-throughs, informal classroom observations and TKES evaluation system. Professional Learning Opportunities will be provided to all staff during preplanning, grade band planning periods, after school and Professional Learning Days by the Director of Special Education, Dean of Students, Academic Deans, and Middle Ga RESA. These PL opportunities will include: ● RTI (MTSS) Process (k-8thGrade) ● Classroom Management (k-8thGrade) ● Using Data to Guide Instruction Planning (k-8th) ● Regular Education Teacher Training SWD and 504 Students (k-8th) ● SPED teachers training on teacher clarity and literacy All training will be held in grade bands. Evidence based documentation will be collected for evidence of use of information gained from training throughout the 2023 - 2024 school year. Teachers will complete post PL surveys. The Director of Special Education as well as other school administration will complete classroom walk-throughs and observations, attend collaborative grade level meetings, view student achievement and behavioral data for the 2023-2024 school year for overall PL effectiveness. Technical Assistance and immediate feedback will be provided after classroom walk-throughs and observations, by arranging individualize conferences for non-compliant staff.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings**	**Cirrus Academy Charter School will improve services for young children ages (3-5) by:** ● Review and revise policies and procedures for Cirrus Academy Child Find Policies as needed, by the GADOE guidelines. ● Cirrus Academy Charter School will use the MAPS Assessment Screener for entering students to identify students needing additional supports or evaluations as they enroll in Cirrus Academy Charter School. ● Communicate with parents, community and staff concerning the Child Find process and procedures by displaying Child Find Policies on school website, social media (Remind, Class Dojo, Google Classroom, TEAMS, Facebook, Zoom), and Parent Meetings at the beginning, during and end of the school year. ● Cirrus Academy Charter School staff visits local Head Start Programs, daycare centers and nurseries to meet with parents and their staff to share Cirrus Academy Charter School and Child Find information. A SWD teacher is on the enrollment team to answer any questions parents may have concerning the Cirrus Academy Charter School's SWD programs after hearing and receiving the information. ● The Director of Special Education will use staff professional learning days during the 2023-2024 pre-planning to provide professional learning presentations for staff on the Child Find Process. ● The Director of Special Education and SPED staff will review student enrollment data, review students' cumulative records as they come into the school to identify those students needing additional supports and already have an IEP or have participated in Babies Can't Wait" program.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP**	Cirrus Academy Charter School will improve the implementation of FAPE for students with disabilities in the least restrictive environment by the following methods: ● Hire Certified SPED Staff ● Hiring a Psychologist, Occupational Therapist, Speech Therapist to provide needed services. ● Hire Support Personnel to include paraprofessionals and counselors. ● Keep the focus on input and results. (Weekly Progress Monitoring using Data Notebooks and Collaborative Planning) ● Students with disabilities will be served in the regular education classroom with SPED staff assigned while modifications and accommodations are used,

IDEA Performance Goals:

accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	supported, implemented as needed per the IEP. Classroom walk-throughs and observations (Formal and Informal) will be used to monitor the process by school and district staff(SPED Director). ● Provide additional instructional time and support. ● Annual Review of IEP goals with parents and required staff during the 23-24 school year. ● Annual review calendars will be created for accountability. ● Use current data to develop IEP goals, needed modifications and accommodations. ● Review and share current SWD student data with assigned regular-ed staff. ● SPED Staff will use "**Georgia Learns-PD Hub"**to complete the following Professional Learning and submit completion certificates:ul ● Eligibility in GO-IEP ● IEP -GO-IEP ● GO-IEP Introduction ● Re-evaluation in GO-IEP ● Accessibility and Accommodations Provide professional learning opportunities for school staff through local agencies, state agencies, Middle GA RESA, and school staff during preplanning, faculty meetings, scheduled PL days, and Collaborative Planning sessions:● MTSS ● 504 Process ● The Co-Teaching Process ● Data Collecting for Progress Monitoring ● IDEA ● FAPE ● Modifying Instructional using Research-Based Strategies ● The Standards Based Classroom ● Using Differentiated Instruction ● CHILD FIND Procedures and Process ● SPED staff -Master Scheduling ● Transition Planning for 16-year-old students and 8thgraders to secondary schools. ● Review and update the SPED Handbook Stakeholder and Parent meetings to provide information on:● CHILD FIND Procedures and Process ● SPED Due Process and Procedures ● IDEA ● FAPE ● The 504 Process The Special Education Director will monitor all implementations and activities through progress monitoring checklists, classroom walk-throughs and observations, bi-weekly meetings with SPED staff, attend PL sessions, IEP meetings, stakeholder and parent meetings, review Go-IEP dashboards and IEP data weekly, as well as review instructional and assessment data.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.** How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	**Cirrus will improve compliance with state and local laws by:** ● Monitoring and sharing with school staff, parents community and school stakeholders the implementing of the Cirrus Academy Charter School Special Education and 504 Handbook along with the Cirrus Academy Charter School Federal Program Manual . ● Providing parental rights to all parents during each meeting. ● Auditing and updating student records as needed in a timely manner. ● The SPED Director and selected school staff will attend local and state meetings and conferences to stay abreast of state and federal updates. ● Use school website, letters, and school newsletters as well as parent meetings to keep the parents and community stakeholders updated on changes in laws and rules related to the Program for Exceptional Children. ● Make available to Faculty, Staff, Parents and Community Stakeholders the Program for Exceptional Children and Federal Programs handbooks. ● Hire and maintain certified SWD staff. ● Use SIS (Infinite Campus) program to maintain data and documentation of student grades, attendance, behavior, and access to state portals such as SLDS, Go-IEP, TKES, and the GaDOE portal. ● The Special Education Director will provide Due process checklist to SWD staff with monitored deadlines to ensure timely completion of reports, data, meetings, and the due processes of students. ● The Special Education Director will monitor Go-IEP data weekly to identify needed student data updates.Meetings will be held with case manager with annual reviews/re-evaluations/data reviews coming up within 2 months of their due dates. ● The Special Education Director will redeliver SPED updates during SPED staff monthly meetings and emails, along with Professional learning on the SPED rules and Federal Law Updates, Go-IEP Update, Email Blast (Fridays) and all Middle GA RESA course opportunities and GADOE led conferences as well as trainings.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

A. Well-Rounded Activities (WR)—Instruction Provide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Goal 1 Action step 6 Cirrus will continue to provide summer remediation to students who need assistance in reading and math. Measurable goal is for each student to make a two or higher on the retest of the GMS. Goal 2 Action step 5 is a continuing goal to achieve proficiency. The students in grades 3, 5, and 8 will attend summer remediation for reading and math. Measurable goal is for each student to make a two or higher on the retest of the GMS.

B. Safe and Healthy (SH)-Climate/Culture Provide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching goal 3 Action step 2 is a continuing goal. Purchase a PBIS management monitoring tool is new to assist with monitoring the progress of PBIS. Train teachers, staff, and students on the use of the PBIS management monitoring. Measurable goal and intended outcome is for students to decrease the number of referrals to the office.

C. Effective Use of Technology (ET)-Professional Learning Provide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Overarching goal 2 and action step 6 Teachers, paras, and admin staff will be provided professional learning using technology based activities on software to increase student proficiency using technology based assessments weekly for students. The Technology Director will provide professional learning to teachers, paras, and school admin on the use of Microsoft and google software to enhance the learning of the students. The measurable goal/intended outcome is for the students to increase proficiency on the GMS.

D. Effective Use of Technology 15% (ET15)-Infrastructure Provide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	n/a

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.	Cirrus Academy Charter School will collect data from the MAP assessment and STAR Reading and Math Assessment to support Title IV, Part A funding. This data will show an increase in literacy and Math. Cirrus will consult with school level staff as well as parents and other stakeholders to ensure that progress monitoring of Title IV Part A supported activities are implemented with fidelity. PBIS survey will provide data to ensure progress toward meeting the goals.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Adjusted activities and strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Our school focus on teacher content in math and targeted teacher development for equity gap 1. Cirrus looked at the MAP and STAR data in math and planned to continue to increase Math in all grade levels

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	TAPs and provided target teacher development to teachers

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.	We focused on evaluating and monitoring the working environment in support of a positive school climate. Cirrus looked and the attendance,

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