

COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND DISTRICT IMPROVEMENT PLAN (DIP) AMENDMENT FORM

2018 – 2019

District Name: Rabun County

District Team Lead: Amy Pruitt

Instructions: For each section being amended, insert the current language from the District’s most recently approved 2017-2018 Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) in the text field on the left and the amended language to reflect requested change(s) in the text field on the right. Please note that only the sections of the CNA/DIP that are being amended are to be completed. After amendments are entered and completed, upload this form, along with the other CLIP documents, on the SLDS CLIP application.

1. DISTRICT COMPREHENSIVE NEEDS ASSESSMENT INFORMATION

2.1-2.7 Data Collection and Analysis

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
<p>2.1.2 Coherent Instructional System-</p> <p>The team noted the following processes: curriculum maps & pacing guides, common assessments, shared data base of best practices, common/collaborative instructional planning, utilization of School Advisory Committees and CTAE Advisory Committee, system-wide RTI process, utilizing State Standards, Business and Industry trends/standards, common units of instruction and student data/growth measure evaluation/planning meetings. The system continues to support, expect and facilitate curriculum design that aligns instruction, assessment and standards in a very progressive and effective manner. Student achievement data, student growth measures, CCRPI scores, graduation rate, etc. all support these very effective processes.</p> <p>The team noted the following processes: Formative Instructional Practices implementation, Science Ambassadors Program, Common planning time, mentor program utilization, TKES process, PL Communities, PL Conferences and workshops, Faculty book studies, Department level meetings, and Vertical</p>	<p>2.1.2 Data Sources Coherent Instructional System</p> <p>The team noted the following processes: curriculum maps & pacing guides, common assessments, shared data base of best practices, common/collaborative instructional planning, utilization of School Advisory Committees and CTAE Advisory Committee, system-wide RTI process, utilizing State Standards, Business and Industry trends/standards, common units of instruction and student data/growth measure evaluation/planning meetings. The system continues to support, expect and facilitate curriculum design that aligns instruction, assessment and standards in a very progressive and effective manner. Student achievement data, student growth measures, CCRPI scores, graduation rate, etc. all support these very effective processes.</p> <p>The team noted the following processes: Formative Instructional Practices implementation, Science Ambassadors Program, Common planning time, mentor program utilization, TKES process, PL Communities, PL Conferences and workshops, Faculty book studies, Department level meetings, and Vertical</p>

Alignment meetings. The system is extremely effective in developing and maintaining a culture that fosters and expects results-based practices. A clear, common message and vision are very evident and supported.

2.5.2 Supportive Learning Environment

Rabun County Schools has implemented mentoring programs at all levels. At RCMS the schedule allows for “flex time,” where students can get remediation/enrichment in small groups. RCHS has built in to their schedule “Wildcat Time,” where students are given the opportunity to participate in social enrichment activities with a positive, supportive adult.

2.6.2 Demographic and Financial

A protocol is in place for all students to have access to programs that address individualized learning needs. We note that the SST process is long, as well as the RTI process. Screening process such as the ITBS, are no longer used, thus recommendations come from teacher's experiences in the classroom. Student mobility is also prohibitive to testing for gifted/special education. Stakeholder knowledge is a challenge in helping place students in programs for which they may qualify.

Alignment meetings. The system is extremely effective in developing and maintaining a culture that fosters and expects results-based practices. A clear, common message and vision are very evident and supported.

Data will be examined on a monthly basis by the leadership team at each level. i.e. school, district.

Effectiveness will be determined through the gathering of all available data. Processes will be altered to ensure effectiveness.

2.5.2 Supportive Learning Environment

Rabun County Schools has implemented mentoring programs at all levels. RCHS has built in to their schedule “Wildcat Time,” where students are given the opportunity to participate in social enrichment activities with a positive, supportive adult. In addition, "at-risk" students as determined by administration are assigned a mentor. At RCMS the schedule allows for “flex time,” where students can get remediation/enrichment in small groups. Mentors from the community work with students who are recommended by faculty and staff. At RCPS and RCES each teacher has time built into their day for "child advocacy" time to check in with students, make connections, and ensure the whole child's needs are met. Mentors and volunteers work with specific students as recommended. In addition, the counselors teach weekly lessons in grades K-4 and monthly lessons in grades 5-6.

2.6.2 Demographic and Financial

A protocol is in place for all students to have access to programs that address individualized learning needs. We note that the SST process is long, as well as the RTI process. Screening process such as the ITBS, are no longer used, thus recommendations come from teacher's experiences in the classroom. Student mobility is also prohibitive to testing for gifted/special education. Stakeholder knowledge is a challenge in helping place students in programs for which they may qualify.

2.7.2 Student Achievement

Student populations too small to report are monitored at each individual school through the classroom use of formative assessment and common summative assessment data. These students include our migrant students that typically begin school with us in August and remain with us until late October. These students do not remain with us long enough to participate in the Georgia Milestone assessments.

All students in K - 8th grade are assessed 3 times a year through EasyCBM.com, in the areas of Reading and Math. This data is then used to help educators create individualized learning opportunities for all students. Additionally, Moby Max is a computer program that is used by all K-8th students, that provides students the opportunity for acceleration or remediation, on specific skills in both reading and math. RTI teams, SST teams and IEP committees, review the benchmark data, as well as the progress monitoring that can be utilized through both programs, to ensure individual learning needs are being met.

Annually, the IEP committee meets and considers the need for Assistive Technology (AT), for each student that is served with an IEP. Teachers are provided Chromebooks/iPads/calculators and other electronic devices, from the Special Education Department, to help our students meet their IEP goals/objectives, as well as access the general education curriculum. Various apps have been purchased that allow non-verbal students to communicate and interact with their environment.

2.7.2 Student Achievement

Student populations too small to report are monitored at each individual school through the classroom use of formative assessment and common summative assessment data. These students include our migrant students that typically begin school with us in August and remain with us until late October.

The RCSS had one preschool student being served during the 17-18 school year. This student has demonstrated growth on their pre-posttests going from a 0 to 11 out of a possible 85 points. This data, along with tutor observation, shows a need for school readiness instruction with an emphasis on literacy.

Currently the RCSS has 6 migrant students in grades K-12.

Two students at RCPS are PFS and in second grade. Currently there is no state data on these students and these students do not take Milestones as this is a P-2 school. Based on STAR Reading both students are performing in reading on a beginning second grade reading level (2.1 GE and 2.2 GE). Based on STAR Math student 1 is performing on a 2.5 GE and student 2 is performing on a 2.1

	<p>GE). According to our EASY CBM monitoring student 1 is some risk in reading and high risk in math. Student 2 is high risk in both reading and math.</p> <p>Two students at RCES are Non PFS and 1 student is PFS. Of these students only one has Milestones scores. This 5th grade Non PFS student scored a beginning level on the ELA Milestones and a developing level on the Math Milestones. She is currently performing at a midyear third grade level in math (3.6) and a beginning third grade level (3.3) in reading. This student was previously retained in 4th grade. PFS student 1 is in fourth grade is performing on a beginning fourth grade (4.0) level in reading and a beginning third grade (3.0) level in math. PFS student number 2 is in third grade and is performing on an ending 5th grade (5.8) level in math and beginning third (3.1) level in reading.</p> <p>At RCHS we have 1 PFS student. This student scored an 85 on his EOC for Geometry in the spring of 2017.</p> <p>Overall our K-12 students demonstrate a need for additional instruction in reading and math with reading being the priority.</p> <p>During the summer months (typically April-October) our migrant population increases dramatically due to the growing/picking seasons in Rabun County. This increase is primarily seen in our OSY/DO populations. These students did not complete high school and have no state test scores. However, pre and post tests are completed with these students. The greatest need based on pre and post test results as well as SSP interviews is literacy.</p>
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3.1 Needs Identification and Root Cause Analysis

<p>Current Language: State current language in most recently approved CNA and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

3.2.1-9 Program Strengths and Challenges

<p>Current Language: State current language in most recently approved CNA and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>
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3.2.5 Title I, Part C, Education of Migratory Children

As migrant students enroll MSIX is checked to determine their academic status. They are given a pre-test to determine their present levels of performance. The migrant tutor begins to tutor as needed

3.2.8 Title III, Language Instruction for English Learners and Immigrant Students

Strengths: Rabun County has a 4% ESOL population. This number does grow slightly during the summer months as our migrant students enroll. We have a migrant tutor and offer supplemental services to the migrant students. This is a small population but that allows us to be able to offer various services. We offer resource time or push-in services for the students according to their ACCESS scores and their individual needs. As a county, we are able to have many of our teachers become ESOL endorsed and attend professional development for updated strategies.

Challenges: Our ESOL population is spread throughout four schools. As noted, our ESOL population is small therefore, we have to share ESOL teachers between schools. Thus, our effort to have as many teachers as possible become ESOL endorsed.

3.2.5 Title I, Part C, Education of Migratory Children

As migrant students enroll MSIX is checked to determine their academic status. They are given a pre-test to determine their present levels of performance. The migrant tutor begins to tutor as needed during the school year the SSP serves K-12 throughout the school day. Additional tutors (classified teachers) are used after school if a student shows an extreme need.

The SSP develops a schedule to serve preschool and OSY/DO during the school year. The same process is used with a pre-test to determine needs.

During the summer season the SSP and migrant tutor (certified teacher) develop a schedule to serve preschool, K12, and OSY/DO migrant participants. These schedules are flexible and fluid so that the sessions cause the least disruption to the work schedules of parents and participants.

Throughout the year pre and post tests are given to MEP participants in order to track progress since the majority of our students are not in the county during standardized testing.

3.2.8 Title III, Language Instruction for English Learners and Immigrant Students

Strengths: Rabun County uses Title III funding to supplement our local and state programs. Specific materials are purchased for our ELLs served by Title III at each school as requested by the teacher. These materials are used for targeted instruction with our Title III ELL students. Professional development is provided to all teachers of our English Language Learners.

Challenges: Our ELL population is spread throughout four schools with two main ELL teachers. As a result, one teacher travels between 3 schools.

3.2.10 Program Strengths and Challenges – LEA Equity Action Plan

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.3 Identification and Prioritization of Overarching Needs

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4 Root Cause Analysis

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
<p>Equity Gap #1-Allocation of resources and coordination of funds</p> <p>Professional Learning, Title I, Title IIA, Title III, IDEA, Title IV A & B, Title VIB, CTAE, Perkins, Title IX, AP Grant, and Technology</p> <p>Equity Gap #2-Allocation of resources and coordination of funds</p> <p>Professional Learning, Title I, Title IIA, Title III, IDEA, Title IV A & B, Title VIB, CTAE, Perkins, Title IX, AP Grant and Technology</p>	<p>Equity Gap #1-Allocation of resources and coordination of funds</p> <p>Local Technology: Purchase of Simple K-12 software</p> <p>Title I and Local Special Education: Training of staff and purchases to implement Sunday Reading Intervention</p> <p>Local, Title IV A: School social worker will provide training to faculty and staff to address the needs of ED students. This may require funding for the school social worker to attend training to redeliver.</p> <p>Local PL and Title II: Funding for professional development (registration, travel, stipends)</p> <p>Equity Gap #2-Allocation of resources and coordination of funds</p> <p>Local: Purchase of software for screening and record keeping</p> <p>Title I: Funding for Family Engagement Specialist (split between RCPS/RCES), funding for family nights, family resource room, and parent requests.</p> <p>Local: Funding for PBIS data application and PBIS materials</p> <p>Local and Title IV, Part B: 21st Century funding of after school program (staff salaries, materials) and building/transportation (local)</p> <p>Title V; Title IV, Part A; Local: Funding for Saturday school teacher salaries and building usage (local)#1</p>

3.4 Root Cause Analysis – Overarching Needs

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1. DISTRICT IMPROVEMENT PLAN INFORMATION

Federal Funding Options to Be Employed (SWP Schools) in This Plan

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

Factor(s) Used by District to Identify Students in Poverty

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4. REQUIRED QUESTIONS

<p>4.a - In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. [Sec. 2103(b)(3)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.b - Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.c - Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. <p>[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.d.1 – State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33). [Sec.1112(e)(1)(B)(ii)]</p>
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<p>4.d.2 - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement. [Sec.1112(e)(1)(B)(ii)]</p>	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

<p>4.d.3 - 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.). [Sec.1112(e)(1)(B)(ii)]</p>	
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<p>4.e - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds. [Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]</p>	
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<p>4.f - Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> • coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and • work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. <p>[Sec. 1112 (b)(12)]</p>	
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4.g - 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.
[Sec. 1112 (b)(11)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4.h - Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

[Sec. 1112 (b)(10)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4.i - 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.
[Sec. 1112 (b)(8)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4.j - 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.
[Sec. 1112 (b)(9)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

<p>4.k - Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> • Title I schoolwide schools; • Targeted Assistance Schools; and • schools for children living in local institutions for neglected or delinquent children. <p>[Sec. 1112]</p>	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

<p>4.l - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> • the use of the Title I, Part C Occupational Survey; • the timely transfer of pertinent school records, including information on health, when children move from one school to another; and • how the district will use the Migrant Student Information Exchange (MSIX). <p>[Sec. 1308 (2)(A)]</p>	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

<p>4.m - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.</p> <p>[Sec. 1304(a)(b)(1) (A)(B)(C)(D)]</p>	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

<p>4.n - Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> • IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; 	
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- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;
 - IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and
 - IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
- [20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

Current Language: State **current language** in most recently approved DIP and section number that it can be found.

Amended Language: Write **amended language** to reflect changes. **

2.2 OVERARCHING NEED #1

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	By the end of 18-19, to increase by 3% the number of students scoring proficient or above on Milestone assessments.		
Structure(s)	CIS-1, CIS-2, CIS-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide increased opportunities for vertical and horizontal collaborative planning.	Local, IDEA, PL, Title IA, Title IIA, Title IVA, Title V	a. Data reviewed each 9 weeks b. Daily schedule, meeting logs, PL day agendas, sign in sheets	Principals, Assistant Superintendent, Department Chairs
2. Continue to provide paraprofessional support in classrooms Pre-K - 3rd grade.	Local, DECAL, State, Title IA	a. August 18 - June 19 b. CPI, Contributing Prof. Schedules	Principals, Pre-K Director
3. Train new employees on FIP and continue to monitor FIP implementation.	Title IIA, Title IVA, Title V	a. Data reviewed each semester in Nov and April b. TKES/LKES, PL minutes, Agendas, Sign in sheets, completion reports	Professional Learning Coordinator, Principals, Assistant Superintendent
4. Continue to implement, expand and monitor RTI practices.	Title I, Title IIA, Title V, Title IVA, Local	a. Data reviewed monthly b. Easy CBM Data, SST/RTI meet minutes, stud. performance	Principals, Assistant Principals, Teachers, Assistant Superintendent, Leadership Teams
5. Increase awareness of and participation in career pathways.	Local, Perkins	a. Data reviewed in November and April b. Schedule, Lesson Plans, Grad. Plans, EOPA	Principals, Assistant Superintendent, CTAE Director, Counselors, Leadership Teams
6. Provide additional academic support through interventionists in needed subject areas.	Local, Title IA, Title IC, Title IVA, Title V	a. Data reviewed each nine weeks b. Time sheets, lesson plans, student records	Principals, Assistant Superintendent, Federal Programs Director, Leadership Teams
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide targeted interventions during the school day and after school.		Provide after school activities and tutoring	
English Learners		Migrant	
Provide targeted interventions during the school day and after school.		Provide tutoring, afterschool, and summer programs	
Race/Ethnicity/Minority		Students with Disabilities	
Addressed in action steps		SWD's participate in: ESY, study skills classes, afterschool activities, para support. Teachers are provided PL for specific designed instruction.	

2.2 OVERARCHING NEED #1

EFFECTIVE LEADERSHIP			
GOAL	By the end of 18-19, to increase by 3% the number of students scoring proficient or above on Milestone assessments.		
Structure(s)	EL-1, EL-2, EL-3, EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Promote consistent attendance for students, personnel, administration and faculty.	Local	a. Reports reviewed monthly b. leave logs, attend. rec., CPI, Saturday School rec.	Principals, Assistant Principals, Program Directors
2. Develop leadership capacity of current employees	Local, State, Title IIA	a. Meet to review progress monthly b. Partners in Pioneers Leadership Program Participation	RESA, Professional Learning Coordinator, Principals, Assistant Superintendent
3. Provide training for leaders on how to recognize and implement consistent FIP strategies.	Local, State, Title IIA, Title V	a. Data reviewed per quarter: Oct, Jan, April b. Agendas, Sign in sheets, TKES/LKES	Professional Learning Coordinator, Principals, Assistant Superintendent
4.		a. b.	
5.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide professional learning to leaders, use the Family Engagement Specialist to provide professional learning at Title I schools		Utilize Homeless Liaison/Foster Care POC to provide professional Learning to leaders	
English Learners		Migrant	
Provide professional learning to leaders about English Language Learners		Provide professional learning to leaders about MEP students	
Race/Ethnicity/Minority		Students with Disabilities	
Provide professional learning to leaders, use the Family Engagement Specialist to provide professional learning at Title I schools, provide professional learning to after school leaders		Provide professional Learning though both district and RESA; Participation of teachers in Sped Advisory Committee	

2.2 OVERARCHING NEED #1

PROFESSIONAL CAPACITY			
GOAL	By the end of 18-19, to increase by 3% the number of students scoring proficient or above on Milestone assessments.		
Structure(s)	PC-1, PC-2, PC-3, PC-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide induction training for new employees	Local, IDEA, Title I, Title IIA, Title V	a. July 2018 b. Sign in sheets, agendas	Assistant Superintendent, Federal Programs Director
2. Provide mentors for new teachers/leaders	Title IIA, Local	a. Logs reviewed each semester: Dec and May b. Mentor logs, surveys, Agendas, Sign in sheets	Principals, Assistant Superintendent, Mentors
3. Provide Targeted Professional Learning to include: Soliday Reading, PBIS, SRA, Endorsements, RTI, FIP, registration/travel, technology integration, building staff capacity, family engagement, content specific.	Local, IDEA, Title I, Title IIA, Title IVA, Title V, Perkins	a. July 18 - June 19 b. Sign in sheets, program specific check list, agendas	Principals, Assistant Superintendent, Federal Programs Director
4. Require GAPSC certification to meet professional qualification requirements and fund professional development in order to meet those requirements.	Local, Title IIA, Perkins	a. July 18- June 19 or as needed b. GACE Scores, Certificates of completion, fingerprinting,	Assistant Superintendent, Federal Programs Director, Principals, Human Resources Director
5.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide professional learning and targeted assistance from Title 1 staff to school staff		Utilize Homeless Liaison/Foster Care POC to provide professional learning	
English Learners		Migrant	
Professional learning on English Language Learners to school staff and targeted assistance from ELL staff to school staff		Provide local, state, and national professional learning and targeted assistance from MEP staff to school staff	
Race/Ethnicity/Minority		Students with Disabilities	
Provide professional learning and targeted assistance from Title 1 staff to school staff		Provide professional learning on differentiation in math and reading for SPED Staff, SONDAY, Study Skills, support in after school	

2.2 OVERARCHING NEED #1

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	By the end of 18-19, to increase by 3% the number of students scoring proficient or above on Milestone assessments.		
Structure(s)	FCE-1, FCE-2, FCE-3, FCE-4, FCE-6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Utilize family resource rooms to encourage and provide materials for families to work with their children at home.	Title IA, Local, Title IVA, Title V	a. Reports reviewed monthly b. Sign in sheets, material checkout list, FES calendar	Federal Programs Director, Principals, Family Engagement Specialist
2. Provide migrant tutors during the summer and after school if needed.	Local, Title IC,	a. Logs reviewed monthly July 18 - June 19 b. Time logs, monthly time sheets	Federal Programs Director
3. Provide an adult advocate for every student.	Local	a. August 18 - May 19 b. Advisement Roster, REACH Scholarship Logs, mentor list	Principals, counselors, teachers
4. Increase opportunities and provide strategies to promote family engagement in all schools	Local, Title IA, Title IVB, Title V	a. Reports reviewed Oct, Jan, Apr b. Sign in sheets, Agendas	Federal Programs Director, Principals, Family Engagement Specialist
5.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Utilize Family Engagement Specialist, promote Parent Practicums and Family Nights. Utilize After School Program to provide additional family nights.		Utilize Homeless Liaison/Foster Care POC and the Back to School Blitz to strengthen family engagement	
English Learners		Migrant	
Utilize Family Engagement Specialist, promote Parent Practicums and Family Nights. Utilize After School Program to provide additional family nights.		Promote Local-Region-State PAC meetings, Parent Practicums, Family Engagement Specialist, and After School Program	
Race/Ethnicity/Minority		Students with Disabilities	
Utilize Family Engagement Specialist, promote Parent Practicums and Family Nights. Utilize After School Program to provide additional family nights.		Encourage students to participate in CBI; District IDEA Dir. Collaborates with Family Engagement Specialist; translated IDEA doc.; translator for IEP meetings	

2.2 OVERARCHING NEED #1

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	By the end of 18-19, to increase by 3% the number of students scoring proficient or above on Milestone assessments.		
Structure(s)	SLE-2, SLE-3, SLE-1		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Increase the number of special education students in general education settings.	Local, State, IDEA	a. Data reviewed Oct and March	SPED Director, Principals, Assistant Superintendent
		b. Schedules, DOE reports, Time logs, IEP	
2. Expand instructional opportunities outside of school time.	Local, Title I, Title III, Title IVA, Title V	a. Review Reports per semester- Nov and Apr	SPED Director, Federal Programs Director, Assistant Superintendent
		b. Program plans, agendas, Calendar, Material checkout	
3. Utilize Wildcat Virtual Academy for students who are in need of an alternative placement.	Local, Title IVA, Title V	a. Data reported per 9 weeks	Principals, Counselors, Teachers
		b. Advisement roster, attendance reports, enrollment info	
4. Provide support personnel to support student learning.	Local, Title I, Title IVA, Title IVB, Title V, IDEA	a. July 18 - June 19	SPED Director, Principals, Federal Programs Director
		b. Schedules, IEP, SR Data, Counselor logs, time sheets	
5. Provide additional academic support through curriculum and materials as needed in subject areas	Local, Title I, Title III A, Title IVA, Title VB, IDEA	a. Data reviewed each nine weeks	Assistant Superintendent, Principals, Federal Programs Director, SPED Director
		b. Expenditure reports	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide support personnel in grades P-3, provide After School Program, Continue Sunday Reading implementation, and provide targeted interventions in the school day		Utilize Homeless Liaison and Foster Care POC to promote a supportive learning environment	
English Learners		Migrant	
Provide targeted instruction and interventions in the school day		Provide tutors (during and after school), provide summer program for all MEP students	
Race/Ethnicity/Minority		Students with Disabilities	
Provide support personnel in grades P-3, provide After School Program, Continue Sunday Reading implementation, and provide targeted interventions in the school day		Mindset, PL on Co-Teaching, para support, FBA/BIP	

2.2 OVERARCHING NEED #2

COHERENT INSTRUCTIONAL SYSTEM			
GOAL	By the end of 18-19, each school will have a minimum of 4 stars on their CCRPI Star Climate rating.		
Structure(s)	CIS-1, CIS-2, CIS-3. CIS-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Include enrichment opportunities in scheduling	Local, Title IC, Title IIA, Title III, Title IVA, Title IVB, Title V, Title IVA	a. Schedules reviewed in November and April b. Afterschool schedule, class schedules	Federal Programs Director, Assistant Superintendent, Principals, Assistant Principals
2. Provide character education program including word of the month as part of implementation	Local	a. Reports reviewed each 9 weeks b. School implementation plans	Principals, Assistant Superintendent, Counselors
3. Continue to implement and monitor existing safe schools, drug-free programs, and provide opportunities for a well-rounded education.	Local, Title V, Title IIA, Title IVA	a. Program data reviewed each 9 weeks b. Certificate of program completion, Lesson Plans, meeting schedules	Principals, Assistant Superintendent, Counselors, School Resource Officers
4. Monitor implementation of Health standards K-12.	Local, Title VB, Title IIA, Title IVA	a. August 18 - May 19 b. TKES, Lesson Plans	Assistant Superintendent, Principals, Assistant Principals
5. Expand current course offerings.	Local, Title IA, Title IC, IDEA, Title III, Title IVA, Title V, Perkins	a. Schedules reviewed in July and December b. Registration Info, Schedules, Student Handbooks	Assistant Superintendent, Principals, Assistant Principals
6. Continue to implement and monitor efforts to increase the graduation rate of all students.	Local, Title IA, Title IC, Title IIA, Title III, Title IVA, Title V	a. Data reviewed monthly b. Student Achievement data, Attendance, EOC/EOG data	Assistant Superintendent, Principals, Assistant Principals, SPED Director
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide After School Program, utilize the Family Engagement Specialist to work with parents on academics, Parent Practicums, and Family Nights		Utilize Homeless Liaison/Foster Care POC, provide professional learning and Tutoring	
English Learners		Migrant	
Hold Family Nights, utilize mentors and the Family Engagement Specialist, provide After School activities		Provide tutors (during and after school), provide summer program, utilize the Family Engagement Specialist, provide Afterschool activities	
Race/Ethnicity/Minority		Students with Disabilities	
Provide After School Program, utilize the Family Engagement Specialist to work with parents on academics, Parent Practicums, and Family Nights		Char. Ed.in HS resource class, ASPIRE, CBI, PL on effective Transition Plans/SOP	

2.2 OVERARCHING NEED #2

EFFECTIVE LEADERSHIP			
GOAL	By the end of 18-19, each school will continue to have a minimum of 4 stars on their CCRPI Star Climate rating.		
Structure(s)	EL-1, EL-2, EL-4, EL-5		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Increase opportunities for stakeholder involvement and expand diversity of stakeholders represented.	Local, Title IA, Title IC, Title III, Title IVA, Title V	a. Review of meetings/opportunities per semester: Nov and Apr b. Agendas, sign-in-sheets, Council Membership	Superintendent, Assistant Superintendent, Principals, Assistant Principals, Family Engagement Specialist
2. Improve and expand communication strategies and tools.	Local, Title IA, Title IC, Title III, Title V, Perkins, IDEA	a. Opportunities reviewed monthly July 18-June 19 b. Admin meetings, faculty meetings, system website, all call messages	Superintendent, Assistant Superintendent, Principals, Assistant Principals, Family Engagement Specialist
3. Provide professional learning opportunities for leaders to include: PBIS, Discipline Strategies, Behavior strategies, Family Engagement, Building Staff Capacity, school management, and others that meet individual and/or school needs.	Local, IDEA, Title IIA, Title I, Title III	a. July 18- June 19 b. Agendas, Sign-in sheets, Registration records	Assistant Superintendent, Principals, SPED Director
4.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide professional learning and targeted assistance to staff		Utilize Homeless Liaison and Foster Care POC to provide professional learning	
English Learners		Migrant	
Provide professional learning and targeted assistance to staff		Provide professional learning and targeted assistance to staff	
Race/Ethnicity/Minority		Students with Disabilities	
Provide professional learning and targeted assistance to staff		Provide translated printed materials; PL on behavior strategies; Monthly dept. chair and dept. meeting with Sped Dir.	

2.2 OVERARCHING NEED #2

PROFESSIONAL CAPACITY			
GOAL	By the end of 18-19, each school will continue to have a minimum of 4 stars on their CCRPI Star Climate rating.		
Structure(s)	PC-1, PC-2, PC-3, PC-4		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Encourage identification and training of potential leaders to increase professional capacity.	Local, Title II-A, State	a. July 18 - June 19	Superintendent, Assistant Superintendent, Principals
		b. RESA Leadership program, advisory councils	
2. Continue to promote retention of staff - certified and classified.	Local, State, Title IIA, IDEA State,	a. Data reviewed in November and April	Assistant Superintendent, Human Resources Director
		b. CPI reports	
3. Provide professional learning to meet identified program and staff needs including content specific PL, PBIS, Discipline, Family Engagement, Building Staff Capacity, PL for our small groups of students (Migrant, English Language Learners, SPED), and PL that is part of the educator's TKES goals.	Local, Title IIA, IDEA, State	a. July 18 - June 19	Assistant Superintendent, Federal Programs Director, SPED Director, Principals
		b. needs surveys, Sign in sheets, TKES/LKES	
4.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide professional learning and targeted assistance to staff		Utilize Homeless Liaison and Foster Care POC to provide professional learning	
English Learners		Migrant	
Provide professional learning and targeted assistance to staff		Provide professional learning and targeted assistance to staff	
Race/Ethnicity/Minority		Students with Disabilities	
Provide professional learning and targeted assistance to staff		Provide Professional learning on: Specially Designed instruction; SONDAY; Para support; Unpacking Psychological; FBA/BIP	

2.2 OVERARCHING NEED #2

FAMILY and COMMUNITY ENGAGEMENT			
GOAL	By the end of 18-19, each school will continue to have a minimum of 4 stars on their CCRPI Star Climate rating.		
Structure(s)	FCE-1, FCE-2, FCE-3, FCE-4, FCE-5, FCE-6		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Promote and encourage community partnerships.	Local, Title IA, Title IVB, IDEA, Perkins	a. Data reviewed October, Jan and Apr b. Partners in Ed Report, LIPT, Media, Program Participation	Principal, Family Engagement Specialist, Federal Programs Director, Assistant Superintendent
2. Expand and strengthen Family Engagement outreach by utilizing our Family Engagement Specialist to work with families and the community	Local, Title IA, Title IVB, IDEA, Perkins, Title IVA, Title V	a. Logs reviewed monthly July 18 - June 19 b. FES time logs, schedules, agenda, sign-in-sheets	Family Engagement Specialist, Federal Programs Director, Principals
3. Continue to provide opportunities for student self-advocacy.	Local, IDEA	a. August 18 - May 19 b. ASPIRE surveys, parent surveys, student participation	SPED Director, Principals, Assistant Superintendent
4.		a. b.	
5.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Utilize Family Engagement Specialist, provide Family Nights and Parent Practicums		Utilize Homeless Liaison and Foster Care POC, Promote Back to School Blitz	
English Learners		Migrant	
Utilize Family Engagement Specialist, provide Family Nights and Parent Practicums		Promote Local-Region-State PAC meetings, utilize Family Engagement Specialist, provide Family Nights and Parent Practicums	
Race/Ethnicity/Minority		Students with Disabilities	
Utilize Family Engagement Specialist, provide Family Nights and Parent Practicums		Participation Community Based Instruction; ASPIRE; Collaborate with FES; Translated printed materials	

2.2 OVERARCHING NEED #2

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL	By the end of 18-19, each school will continue to have a minimum of 4 stars on their CCRPI Star Climate rating.		
Structure(s)	SLE-1, SLE-2, SLE-3		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1. Provide adult advocates for every student.	Local, Title IA, Title IC, Title III, IDEA	a. Program reviews in Nov and Apr b. Advisement, mentor program logs, Counselor logs	Principals, Assistant Principals, SPED Director, Social Worker, Counselors
2. Employee support specialists to include: SRO (one per school and one at the gate), Counselors, Nurses, Paras, Tutors, Social Worker	Local, State, Title IA, Title IC, Title V	a. July 17 - June 18 b. CPI, employment contracts, time logs	Principals, Superintendent, Assistant Superintendent
3. Continue to provide professional learning on non-academic barriers to learning: suicide, mental health, poverty, homelessness.	Local, State, Title IIA, Title IA, Title IC, Title III, Title IVA, Title V	a. Data reviewed each nine weeks b. Agendas, Sign In Sheets	Principals, Assistant Principals, Social Worker
4. Provide resources and materials on non-academic barriers to learning: suicide, mental health, poverty, homelessness.	Local, State, Title IA, Title IC, Title III, Title IVA, Title V	a. July 17 - June 18 b.	Principals, Assistant Principals, Social Worker, Federal Programs Director
5.		a. b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Provide Mentors (when available), utilize Family Engagement Specialist to work with families and students		Utilize Homeless Liaison and Foster Care POC, provide professional Learning	
English Learners		Migrant	
Provide mentors/advisors for ELLs (when available), utilize Family Engagement Specialist		Provide tutors (during and after school), Provide mentors/advisors for MEP students (when available), utilize Family Engagement Specialist	
Race/Ethnicity/Minority		Students with Disabilities	
Provide Mentors (when available), utilize Family Engagement Specialist to work with families and students		PL on Para support; Students participate in HS study skills; classroom PBIS at RCPS/RCES	

