GaDOE

Georgia Department of Education

District Improvement Plan
2021 - 2022

Telfair County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Telfair County
Team Lead	Cindy Jones

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

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	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	Improve student proficiency in all academic content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students must have prerequisite foundational skills and knowledge in order to maximize performance on grade level standards.
Root Cause # 2	Classroom instruction and assessments must be aligned to the rigor of the standards.
Root Cause # 3	Many parents do not have the skills or confidence to help their children at home.
Root Cause # 4	Excessive absences and tardies impede the learning process for students.
Goal	By the end of the 2021-2022 school year, Telfair County School System will increase the percentage of students scoring proficient or above by 3% in ELA, Math, Science, and Social Studies as measured by the Georgia Milestones assessments.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Continue to provide supplemental certified (class-size reduction teachers) and classified (paraprofessionals) personnel to provide evidence-based instructional support to students and teachers.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	CPI, Schedules, Formal and Informal Observations, Lesson Plans, IEPs
Method for Monitoring Effectiveness	TKES, GMAS, Benchmarks
Position/Role Responsible	School Administrators, Federal Programs Director, Special Education Director
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None.

Action Step # 2

Action Step	Provide supplemental instructional materials and technology/digital learning resources to enhance student learning.
Funding Sources	IDEA Perkins Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Quotes, Purchase Orders, Software Licenses, Inventory, Usage Reports
Method for Monitoring Effectiveness	Lesson Plans, Benchmarks, Formative and Summative Assessments, Grade Reports, GMAS
Position/Role Responsible	School Administrators, Federal Programs Director, Special Education Direct, Technology Director, CTAE Director
Evidence Based Indicator	Strong

Timeline for Implementation	Others : Beginning of Year, Ongoing

Action Step # 2

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Provide support for students through the RTI process.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI Notebooks, Meeting Minutes, Progress Monitoring Data
Method for Monitoring Effectiveness	Progress Monitoring Data, Benchmarks, GMAS
Position/Role Responsible	School Administrators
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)?	

Action Step # 4

Action Step	Provide after-school program and summer school program to support students' academic progress.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Time Sheets, Rosters, Schedules, Sign-In Sheets
Method for Monitoring Effectiveness	Grade Reports, Progress Monitoring Data, GMAS Results
Position/Role Responsible	School Administrators, Instructional Coaches, Teachers, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 4

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)?	

Action Step # 5

Action Step	Provide ESOL teacher and migrant tutors for supplemental support to ESOL and migrant students.
Funding Sources	Consolidated Funding
Subgroups	English Learners Migrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Time Logs, Monthly Time Sheets, Schedules, Observations, Technical Assistance Meetings
Method for Monitoring Effectiveness	Parent Surveys, Benchmark Assessments, GMAS Results
Position/Role Responsible	ESOL Teacher/Migrant Tutors, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 5

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)?	McRae First Baptist Church

Action Step # 6

Action Step	Increase opportunities and provide strategies to promote family engagement.
Funding Sources	Title I, Part A Title I, Part C
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting Invitations/Agendas/Sign-In Sheets
Method for Monitoring Effectiveness	Parent Surveys
Position/Role Responsible	School Administrators, PFE Coordinator, Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 6

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)?	Local churches, local businesses, Telfair County Health Department, Babies Can't Wait, Telfair County Family Connection, Ferst Readers

Action Step # 7

Action Step	Implement programs to encourage positive school relationships.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas/Sign-In Sheets, PLC Documentatino
Method for Monitoring Effectiveness	Student/Teacher/Parent Surveys, Discipline Reports, Attendance Reports
Position/Role Responsible	School Administrators
Evidence Based Indicator	Moderate

Action Step # 7

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 8

Action Step	Provide health lessons and kits to out-of-school migrant youth and dropouts.
Funding Sources	Title I, Part C
Subgroups	Migrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Tutor Time Log, Pre-Post Test
Method for Monitoring Effectiveness	Assessment Data, Surveys
Position/Role Responsible	Federal Program Director
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Action Step # 8

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)?	Migrant employers

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Build professional capacity of staff members and improve instructional practices.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Adequate, effective instructional delivery methods should be utilized.
Root Cause # 2	Classroom instruction and assessments must be aligned to the rigor of the standards.
Root Cause # 3	Teachers need guidance on how to personalize learning when students have different proficiency levels.
Root Cause # 4	Teachers need training on effective, targeted, evidence-based interventions and support to help students succeed.
Root Cause # 5	Teachers need guidance in how to use data to adjust classroom instruction in order to improve student achievement.
Goal	On the final 2021-2022 benchmark, 85% of Telfair County School System students will reach target growth in math and reading/ELA for each grade level.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

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

Action Step # 1

Action Step	Provide induction training as well as year-long mentoring for all new teachers.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Mentor/Mentee Notebooks Sign-In Sheets
Method for Monitoring Effectiveness	Survey Results TKES Evaluations
Position/Role Responsible	Principals Professional Learning Coordinator Mentors
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 1

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)?	Heart of Georgia RESA, Middle Georgia RESA, Consultant Julie Burke (Ronnis Systems)

Action Step # 2

Action Step	Provide opportunities for teachers to expand their certification/endorsement.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	TKES Evaluations Sign-In Sheets
Method for Monitoring Effectiveness	Upgraded Certificates
Position/Role Responsible	Principals Professional Learning Coordinator
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 3

Action Step	Contract with consultant to conduct teacher and paraprofessional training on new curriculum and coaching throughout the school year.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Contracts Sign-In Sheets
Method for Monitoring Effectiveness	TKES Evaluations Informal Walk-Throughs Coaching Feedback
Position/Role Responsible	Principals Instructional Coach Teachers/Paraprofessionals Professional Learning Coordinator

Action Step # 3

Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 4

Action Step	Maintain ongoing, comprehensive, and effective professional learning communities.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas/Minutes/Sign-In Sheets Walk-Throughs

Action Step # 4

Method for Monitoring Effectiveness	Surveys, Assessment Data, TKES Evaluations
Position/Role Responsible	School Administrators, Instructional Coaches, Teachers
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)?	Heart of Georgia RESA

Action Step # 5

Action Step	Increase rigor in all academic classrooms.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 5

Method for Monitoring Implementation	PLC Minutes/Sign-In Sheets, Walk-Throughs, Formal Evaluations, Lesson Plans
Method for Monitoring Effectiveness	Benchmarks, GMAS Results
Position/Role Responsible	School Administrators, Instructional Coaches, Teachers
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)?	Heart of Georgia RESA

Action Step # 6

Action Step	Improve student engagement during classroom instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 6

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Minutes/Sign-In Sheets, Lesson Plans, Walk-Throughs, Formal Observations
Method for Monitoring Effectiveness	Benchmarks, Formative and Summative Assessments, Grade Reports, GMAS Results
Position/Role Responsible	School Administrators, Instructional Coaches, Teachers
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)?	Heart of Georgia RESA

Action Step # 7

Action Step	Provide instructional coaches to support teaching and learning.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 7

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Schedules, PLC Documentation, Meeting Sign-In Sheets/Agendas/Minutes
Method for Monitoring Effectiveness	Perception Surveys, Assessment Data
Position/Role Responsible	School Administrators, Federal Programs Director
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)?	

Action Step # 8

Action Step	Provide professional learning on non-academic barriers to learning (suicide, mental health, poverty, homelessness)
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster

Action Step # 8

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meeting Agendas/Minutes/Sign-In Sheets, PL Reports
Method for Monitoring Effectiveness	Surveys
Position/Role Responsible	School Administrators, Federal Programs Director, Special Education Director, Instructional Coaches, Counselors
Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide a healthy and safe learning environment by addressing the social, emotional and diverse needs of students.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Post-COVID-19 impact
Goal	To provide a safe and secure learning environment and a well-rounded education for all students as measured by school climate rating, stakeholder survey results, and the Georgia Student Health Survey.

Action Step # 1

Action Step	Provide targeted social and emotional professional learning for staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Professional learning agendas/sign-in sheets
Method for Monitoring Effectiveness	Survey Results School Climate Ratings
Position/Role Responsible	School/District Administrators
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 1

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)?	Capturing Kids' Hearts

Action Step # 2

Action Step	Utilize school nurses, counselors, school social worker, and resource officers to better meet the diverse needs, safety, and well-being of the whole child.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant
	Race / Ethnicity / Minority
	Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Discipline Referrals
	Counselor Referrals
Method for Monitoring Effectiveness	Discipline/Counseling Data
	Survey Results
Position/Role Responsible	School/District Administrators
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Provide supplemental materials and resources to improve the emotional, social, and academic outcomes for students.
Funding Sources	IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Quotes, Purchase Orders, Walk-Throughs, Formal Evaluations
Method for Monitoring Effectiveness	Anecdotal Evidence, Surveys
Position/Role Responsible	School Administrators, Counselors, Federal Programs Director
Evidence Based Indicator	Moderate

Action Step # 3

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

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

4. REQUIRED QUESTIONS

4.1 Stakeholders, Serving Children, 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).	A comprehensive needs assessment is conducted to access needs of district/schools, as well as needs of subgroups. This process includes stakeholder meetings conducted at both school/district levels. TCS uses a variety of data sources to make decisions regarding student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data, perception data, professional learning data, teacher recruitment and retention data, CCRPI data, student discipline and attendance data, and TKES/LKES data. Surveys, designed to incorporate Title I and Title II-A elements, are administered to parents, community members, and all staff members. Each school conducts a CNA with input from parents, teachers, paraprofessionals, administrators, instructional coaches, community members, and other support staff. Once input is collected from schools, meetings are held at the district level to consider all prior stakeholder input and data and to make decisions regarding equity gaps and prioritized needs. Stakeholders participating in the district CNA include system-level directors, school leadership team members (administrators, lead teachers, instructional coaches, counselors), school council members (parents, teachers community members), and paraprofessionals. These stakeholders have expertise in Federal ESSA programs and activities designed to meet the purpose of Title II-A. Once the prioritized list of needs is created, the identified areas of need are shared with stakeholders. Title II-A is an integral part of the daily work for our district and our schools. School and district staff members and other stakeholders understand that our district must close the equity gaps found through the needs assessment process and implement strategic strategies outlined in the Telfair County Schools District Improvement Plan for FY22. Title II-A funded activities are coordinated with local, state, and federal programs to ensure efficiency in implementation and to maximize effectiveness. Telfair County School District is transferring 100% of Title II, Part A funds and Title IV, Part A funds to Title I, Part A for FY22.

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)	School and district leaders collaborate to ensure that all children are taught by teachers who are effective, in-field, and have access to quality professional learning. System-level and school administrators constantly analyze the quality of their staff. Plans are created for teachers who need to improve, and mentors are assigned to teachers during their first three years of teaching. To ensure that no children are served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, a three-tiered method, including teacher evaluation program, student performance data, and failure rate, will be used to determine a teacher's effectiveness. The first tier will be based on the teacher's satisfactory performance as determined by the Teacher Keys Effectiveness System. The second method will be based on the teacher's ability to positively impact student achievement based on benchmark assessments and standardized test results. The expectation is that the subgroups within a class will meet or exceed the targets set forth by the system and state. The third tier will be based on the failure rate associated with individual teachers as compared to that of their peers. The expectation is that the instructor's failure rate will not exceed the average of the grade or like subject. A teacher will be considered effective if two of the three determinants are met successfully. Students previously taught by an ineffective teacher will only be assigned to teachers measured as effective.

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: 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; andwhat measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student	There are system-level processes in place to ensure cohesive preparation and training of staff. All professional learning supports the district's vision and mission. All employees, including classified and support staff, have the opportunity for professional learning to improve their knowledge and skills. Principals and assistant principals are the lead learners of their schools and model effective practices. Administrators, instructional coaches, and leadership team members work together to design and implement professional development that is school specific based on identified needs at individual schools. Data from certified and classified needs assessment surveys, TKES/LKES summative ratings on each standard, student growth reports, self-assessments, instructional coach observations, and Systematic Administrator Walk-throughs (SAWs) guide the professional learning planning and implementation process. Prioritized needs are targeted and a plan is developed to provide the training. All professional learning is evidence-based, personalized, and focused on improving teaching and student learning/achievement. Professional learning will be job-embedded, but delivered in the method most effective for the persons needing the training. TKES/LKES will be basis for individualized learning, while school improvement plans will guide other professional learning needs. An induction program is in place for new teachers. The program includes support from mentors and instructional coaches as well as trainings for new teachers.

Professional Growth Systems

outcomes.	Targeted teacher development on content and pedagogy will be provided throughout the school year at all schools within the district. Specific professional learning for teachers regarding differentiation, assessment strategies/uses, instructional strategies, and academically challenging environments (standards addressed by TKES) will continue to be provided. Additionally, instructional coaches at each school will provide job-embedded professional development through training, coaching, and modeling. Instructional coaches will also conduct walk-throughs and observations and then provide constructive feedback to teachers. All professional learning is documented with sign-in sheets, agendas, evaluations, and observations. Teachers, leaders, and paraprofessionals collaborate during professional learning community meetings held bi-monthly at each school (before or after school). Protocols are in place to protect the meeting times and ensure productivity. The system continues to build teacher and leader capacity through endorsements, degree programs, and RESA opportunities. All staff members create a personalized professional learning goal or plan in the TLE electronic platform which describes the training needed and the impact it will have on teaching and student outcomes. The district will continue to increase its focus on evidence-based professional development that is results based and data driven. Professional development that is sustained, intensive, collaborative, job embedded, data driven and classroom focused is available to all teachers, leaders, and paraprofessionals.

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)]	Telfair County School System waives certification for all teachers in grades P-12 including special education teachers issuing grades in content.

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)]	Although Telfair County School System prefers to hire teachers who are certified and in-field, we realize this may not always be possible. Telfair County School System has made a commitment to hire the best candidate possible and provide support during the certification process. As a minimum requirement, the candidate should have a Bachelor's degree.

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.	At this time, Telfair County School System has no state-identified or federally-identified schools needing support. Should a school be identifiedThe district will prioritize the school and its staff to receive additional support based on relevant data sources. Telfair County School System is transferring 100% of Title II, Part A funds and Title IV, Part A funds into Title I, Part A for FY22.

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.	• Use of CTAE Area Advisory Committees to foster input from businesses and industry • Guidance for Pathway completers through counselors and teachers • End of Pathway Assessments to guide students to certification in some areas • Several Pathway areas available from which students may select • Field trips for students to experience real world applications and industry • CTSO activities and competitions to hone and build new skills • CTAE state curriculum to guide teachers and students in specific content delivery • CTAE PLCs to support the work of CTAE teachers and share information and content to improve instruction • Local support and funding of the CTAE and WBL programs • Professional learning through conferences and workshops to update and better prepare teachers • Project-based and student-centered learning in many CTAE areas • Work-based learning opportunities that provide students in-depth interaction with industry professionals • Youth apprenticeship opportunities for interested students

CTAE Coordination

	• Move On When Ready opportunities for interested students • WBL/YAP class presentations to inform students of different options and opportunities • Both academic and CTAE programs are constantly scrutinized and evaluated with the goal of increasing student achievement through more effective course offerings and better advisement. The site implementation team at TCHS is composed of faculty members from academic, career/technical/agriculture, and special education departments. We work together to achieve the best education possible for all students. The special education department works closely with the CTAE department to offer suggestions on how to improve, implement, or modify programs and classrooms to better serve special populations. With inclusion, more special-needs students are being served by the CTAE department than ever before. TCHS works closely with Oconee Fall Line Technical College to articulate course offerings to better meet the needs of students and to create a smoother transition from secondary to post-secondary institutions. Counselors at the middle and high school have been assigned to work toward the goal that all students will graduate from high school and are charged with compliance with the BRIDGE Act.

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.	Telfair County School System begins by conducting a yearly needs assessment to determine the needs of all its students in all program areas. Data is reviewed on a constant and ongoing basis throughout the year to adjust plan as needed. The system believes being proactive rather than reactive is the best discipline measure. Having a safe and orderly learning environment is valued by our district. Telfair County School System focuses on preventatives to establish behavior expectations. The district supports the efforts to reduce the overuse of discipline practices that remove students from the classroom by the following: Professional Learning - Teachers and staff utilize a large repertoire of strategies to monitor and support positive student behavior, lessening the need for discipline practices that remove students from classrooms. Data is collected from TKES to determine specific teachers who struggle with differentiation and meeting the needs of diverse learners and support is provided. The ESOL teacher attends Title III/ESOL workshops and conferences to bring new strategies and resources back to redeliver to faculty members at each school. Instructional coaches and administrators provide ongoing training and support regarding differentiation and classroom management. Special Education Director has been trained in Check and Connect. Staff members have received Mindset training which provides de-escalation strategies. Staff

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

| | members will receive Capturing Kids' Heart training and support during the FY22 school year.

Personnel - Telfair County School System has two School Resource Officers that provide support for students and staff, as well as additional part-time law enforcement officers who provide support. Paraprofessionals are available Pre-K through second grade and in Special Education classrooms to provide additional support to students to both monitor behavior and provide instruction. A Family and Community Engagement Coordinator is utilized to provide support and strategies for both parents and students so that proper behavior expectations are learned early and practiced at home as well as at school. A Migrant tutor and Migrant facilitator are provided to work with Migrant students and teachers to bridge language barriers and promote proper behavior expectations. APEX counselors are available to address mental health issues. A system-wide school social worker provides support for students and staff at all schools.

Procedures - A system-wide RTI process (including behavior) is in place and is utilized by all schools to ensure struggling students receive identified strategies that will allow them to be successful in school. Each school in the Telfair County School System has a school-wide discipline plan. The TCS Code of Conduct includes leveled consequences. |
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

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.	The middle and high schools work jointly to conduct a 9th grade parent-student night at the high school where parents and students are introduced to the high school staff. During this meeting administrators and teachers provide an orientation to rising 9th graders. These students and parents also receive an information packet with provides them with facts regarding different aspects of the high school curriculum including courses of study, along with college and career choices. Rising high school students are advised according to surveys previously completed in middle school. These surveys are used to help guide and develop Individual Graduation Plans for each student. These plans are used to provide college and career and/or employment opportunities for students. Students have opportunities to be in the Work-Based Learning program and/or participate in post-secondary classes, both on campus and virtually. Students utilize Move On When Ready and dual enrollment opportunities with coordinating post-secondary institutions. Additionally, students have opportunities to participate in campus tours to help facilitate the transition. Surveys are conducted annually with employers and local partners to determine the needs within the school, at post-secondary institutions, and on the job, to help make students more successful after leaving high school. The Career and Technical teachers conduct Advisory Council meetings with business partners and post-secondary institutions at least twice a year to determine needs to ensure successful transitions for our students. A College and Career Fair is held each spring at the high school and 8th grade students as well as high school students participate in the event. Representatives from military branches and from post-second institutions also provide information to students during lunchroom visits throughout the year. The middle school coordinates with local businesses such as Georgia Power to provide hands-on, real-world, innovative learning that the students can carry with them throughout the rest of their educational careers.

Preschool Transition Plans

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.	Plans are in place for all students when they transition from one school to another. Pre-K registration is held in the spring of each year for age-eligible children. Students are enrolled on a first come, first served basis. The Pre-K program is housed in the Board of Education building. All students receive a letter during the summer from the Pre-K office and an orientation is held during pre-planning to welcome the students and the parents to the school. Currently, the Telfair County School System has five lottery-funded Pre-K classrooms and one Pre-K handicapped classroom. A district Pre-K director monitors classrooms to ensure continuity in the services students receive. The system provides a Summer Transition Program for rising kindergartners to help bring the achievement gap. A kindergarten registration is held each spring to recruit all upcoming five year olds. A parent meeting is held at the school to share information about preparing students for kindergarten, taking students on a tour of the building, and completing required paperwork. Telfair County School System coordinates with the local Head Start program. In 2016-2017, TCHS began offering the Early Childhood Education (ECE) I pathway to its students. Beginning the 2019-20 school year, TCHS began offering all three classes of the ECE pathway, including the final course which requires students to have a certain number of hours of experience in a formal ECE setting. TCHS now offers an on-site Early Childhood Education center (Tiny Trojans). This center provides students with the practicum hours they need with young children for completion of the ECE pathway. The center also provides a much-needed educational start to prepare young children in the Telfair community to enter into preschool and elementary school. Hopefully, the inclusion of this ECE pathway will prepare TCHS students in their future personal and professional lives as well as improve literacy efforts in the community.

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.	Telfair County has no Title I Targeted Assistance Schools.

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.	There are four school-wide Title I schools within the Telfair County School System. Instructional programs are implemented systematically throughout the system, although strategies vary by school. Each school employs best instructional practices and differentiation strategies. Title I School-Wide Schools: Telfair County Elementary School operates rotation classes for computer, art, music, and PE. Students have a daily connections time and rotate periodically among the classes. Students receive approximately 100 minutes of reading/language arts instruction and 100 minutes of math instruction. Students receive 45 to 90 minutes of science/social studies daily. Common planning time for teachers is provided. Classroom teachers participate in bi-monthly professional learning communities after school for analyzing student progress, discussing professional literature, and developing strategies to meet student needs. The use of inclusion and co-teaching, along with differentiated instruction and assessment for learning, allows special education students to learn side-by-side with regular education students in a non-stigmatizing environment. A full-time instructional coach leads teachers in professional learning. Telfair County Middle School utilizes a four-period block schedule where reading/language arts, math, and exploratory classes are approximately 90 minutes long. Students have the opportunity through exploratory courses to sample various electives, including Agriculture, Physical Education, Weight Training, Technology, Band, and Study Skills. Teaching teams regularly meet during common planning times to work toward school improvement. Teachers participate in bi-monthly professional learning communities after school. Telfair County High School offers a standard high school curriculum for completion of graduation requirements, in the setting of a 4 x 4 block schedule. The academic programs are enhanced by a variety of electives to engage all students in areas of personal interest, including health and physical education, marching and concert band, and CTAE courses consisting of classroom and work-based experiences in the following areas: Agriculture and Young Farmer, Business and Information Technology, Early Childhood, and Youth apprenticeship. Dual enrollment courses are available through local colleges. AP classes, Honors classes, and MOWR courses are also offered. Teachers participate in bi-monthly professional learning communities. Telfair Alternative Preparation Program (TAPS) was converted from an alternative program to an alternative school effective July 1, 2017, and is now a Title I school-wide school. Students transition in and out of the school based on disciplinary referrals. Instruction is provided via classroom computers using an online program. The school has a director/instructor, teacher, and paraprofessional to provide assistance to students. Targeted Assistance Schools: Telfair County has no Title I Targeted Assistance

Title I, Part A – Instructional Programs

	Schools. Neglected and Delinquent Facilities: There are no schools for children living in local institutions for neglected and delinquent located in Telfair County.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	Telfair County School System uses the Occupational Survey provided by the GaDOE MEP Region Office and has an Occupational Survey Process to ensure that MEP staff are promptly notified of potential new MEP families in the district. Promptly notifying these families and completing a COE is crucial to minimize time without MEP services and to close academic gaps. The Occupational Survey is part of each school's enrollment packet for all new and re-entering students. The Occupational Survey is also sent to each school before the first day of school to ensure that it is part of the first day of school packet that goes home with all students. The survey is also sent to Telfair County Pre-K in the spring to ensure that it is part of the new student enrollment packet for the students entering in the fall. All returned Occupational Surveys are forwarded to the LEA. The migrant tutor makes follow-up contact with any English-Speaking families that check "yes" they have moved across school district lines in the past 36 months to work in agriculture or fishing. The migrant facilitator makes follow-up contact for Spanish-speaking families. If any home visits are necessary, the regional recruiter is contacted for assistance. MSIX is utilized by the migrant tutor, migrant facilitator, and counselors to see if new enrolling students are already in the program and to find health, academic, and testing data from previous school. The migrant tutor goes out to recruit with the regional recruiter several times a year during the peak seasons. The migrant tutor and migrant facilitator forward any ID&R leads to the regional recruiter. The Telfair County School System has procedures in place to provide a timely transfer of school records for all students, especially migratory students. The parent or guardian presents a signed release for record transferal, or the school simply requests records from the previous school. Records are faxed and mailed within ten calendar days. Translation of records from Spanish-speaking countries, if needed, can be achieved through our system interpreter. All Telfair County Schools abide by the current regulation that students must be admitted with or without school records, and that a 30-day period is allowed for the transfer of such documentation. Conversely, all schools respond in a very timely fashion when they receive requests for documentation on students who have moved to a different school. We will cooperate fully with authorized agencies that request student records. Students who enter, along with their families, receive the services that they are deemed to need immediately, until their records arrive. Migrant Reports: The Migrant Education Coordinator and the Student Information System Coordinator have access to download monthly enrollment reports for Title I-C. These reports are reviewed and updates are made to the student information system. The Migrant Facilitator also cross-checks the reports and forwards errors or changes to the Student Information System Coordinator and the Migrant Education Coordinator. The Nutrition Director

Title I, Part C – Migrant Intrastate and Interstate Coordination

	is also given a copy of the monthly reports. The Migrant tutor receives a copy so that the tutoring schedule can me updated as needed. All changes on the reports are forwarded back to the regional office. Transferring Students: Education and health data for students moving to other states is forwarded to the new school upon receipt of a request for records signed by a parent or guardian. If a student is moving to another country, a packet of educational and health data is prepared for the new school before the student leaves. MSIX: The Telfair County School System utilizes the Migrant Student Information Exchange (MSIX) to ensure the appropriate enrollment, placement, and accrual of credits for migrant children. This helps improve the timeliness of school enrollments, improve the appropriateness of grade and course placements, and helps reduce incidences of unnecessary immunizations by migrant children. MSIX is used when there is missing educational and health data for an enrolling Migrant student. All school counselors, the Migrant tutor, and the Migrant Facilitator are trained MSIX users. Information regarding MSIX is distributed to migrant parents at PAC meetings and displayed on the school system website. When a participant or family moves out of the district, a move notification is sent to MSIX.

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC	At the beginning of each school year a list of migrant students is sent to each school administrator and counselor identifying enrolled migrant students. With this list is a memorandum stating that these students need to have access to all services for which they qualify. Each administrator ensures that each department within their school receives notice of Migrant status and that services are provided when and if a student qualifies. Schools are also notified when students enter during the school year, and they are also made aware when a student no longer qualifies for the Migrant Program. TCS offers interpreting services to all students enrolled in TCS through the bilingual Parent Engagement Coordinator. An interpreter is available to connect Migrant families with community resources, human resource offices, non-profit organizations, local doctors, and preschool programs. TCS also provides a Parent Resource Center for students and families in Telfair County Schools. Migrant families can visit the center and check out items such as: bilingual books, books on tape, educational games, and leap pads. They can also use Rosetta Stone software in the Parent Resource Center. Migrant facilitator and Migrant tutor gather data from each school to complete Priority for Service Identification Forms when requested from GaDOE MEP Region 2 Office. During the school year, Priority for Service Student Reports and Student Rosters are completed and sent to the GaDOE MEP Region 2 Office to

Title I, Part C – Migrant Supplemental Support Services

consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	report changes in a student's status. Changes in these reports are reviewed by the Migrant Coordinator and the Migrant Facilitator and kept on file at the LEA. Priority for Service students are given first priority for services funded by Title I, Part C unless the student is doing well. All PFS students not being served are monitored by the Migrant tutor and the regular education teacher. Services are monitored and evaluated as follows: Memorandums, sign-in sheets, agendas, minutes, parent notifications, copies of progress reports/report cards, TPC documents, 504 documentation, IEP documentation, circulation log for parent resource center, RTI documentation. Coordination of services with local agencies is monitored as follows: The district parent involvement coordinator maintains a Coordination of Services Log for documenting collaboration with local agencies and community resources. Services are monitored and evaluated as follows: Memorandums, sign-in sheets, agendas, minutes, parent notifications, copies of progress reports/report cards, TPC documents, 504 documentation, IEP documentation, circulation log for parent resource center, RTI documentation. Coordination of services with local agencies is monitored as follows: The district parent engagement coordinator maintains a Coordination of Services Log for documenting collaboration with local agencies and community resources. Services to migrant preschool children are monitored and evaluated as follows: Sign-in sheets, lesson plans, progress monitoring data, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, and self-evaluation forms. Services to non-enrolled youth to age 21 are monitored and evaluated as follows: Sign-in sheets, lesson plans, progress monitoring data, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, and self-evaluation forms. MEP-funded services will be monitored and evaluated as follows: End-of-Year IP evaluations submitted online, observations by federal programs director, team meetings with GaDOE MEP Region 2 office staff, observation forms, self-evaluation forms, progress monitoring data, benchmark data, and standardized test data. Telfair County School District employs one split-funded tutor who serves migrant participants (P3/P4, Pre-K, TCES, TCMS, and TCHS) two days a week. Bilingual service providers are available throughout the school year to work with OSYs and DOs. The system also employs a bilingual Parent and Family Engagement Coordinator/Migrant Facilitator who assists in identifying potential MEP families when they arrive in the district. When the district is notified of a new participant, the parent/participant is promptly contacted, and the participant begins to receive services. A pre-test is administered to the participant to measure his/her current knowledge. (OSY and DO also complete the OSY Profile and GOSOSY Student Service Plan at the same time.) The OSY then receive a health lesson, complete a post-test, and receive a bookbag and health kit. When a participant moves from the district, an

Title I, Part C – Migrant Supplemental Support Services

	MSIX move notification is sent to the receiving district and/or state so that services can continue as soon as possible in the new district.

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**	Telfair County Schools has a mission statement that relates high expectations for all students. All staff for Telfair County Schools are committee to the mission statement. Telfair County Schools has a Transition Specialist on staff at the high school to ensure students are working towards graduation on time. The high school counselor also works with students to make sure they follow the Pathway requirements. Case managers also interview the student and view transition plans with the student and parent to make sure students are on track to graduate. 11thand 12thgrade students participate in the "I Can" conference to increase career awareness and career readiness. Our Transition Specialist is a member of the Heart of Georgia Transition Alliance working towards post-secondary success of SWD through various working events. Vocational Rehabilitation is invited to all high school student IEP meetings to discuss post-secondary options for career training or education. Career training can include on-site training through Easter Seals and/or supported work program. This training is monitored by the Transition Specialist at the high school and support is offered at monthly special education meetings. The Special Education Director will meet monthly with the Transition Specialist and special education teachers to discuss student outcomes and progress. Telfair County students are offered tutoring in an after-school program two days per week. During the year, students are given the opportunity for credit recovery during school and also during summer school. Professional Learning is provided to special education teachers each month in the areas of IEP development, eligibility requirements, and LRE.

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**	Telfair County Pre-K will utilize a paraprofessional in the Pre-K regular education classroom to ensure student success. The Pre-K SPED Classroom teacher and paraprofessional will receive training and updates monthly with the SPED Director. The Pre-K teacher will receive training through the Bright from the Start Program to ensure that the GELDS standards are being utilized in the classroom. The paraprofessional will receive training in the area of Inclusive Environments that is provided by East Central GLRS starting in October, 2021. The Special Education Director will meet monthly with the Pre-K SPED teacher and paraprofessionals to assess student progress and achievement of goals. The Director will also complete walk-throughs in the inclusion classroom and the Handicap classroom. The Pre-K teacher and the SLP will communicate with Head Start monthly to identify struggling students. Services will be provided at Head Start and at Pre-K. Data notebooks will be

IDEA Performance Goals:

classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	utilized to check for growth and mastery of goals. The Special Education Director will continue to provide "Child Find" information to Babies Can't Wait, local doctor offices, private daycares, Head Start Program, Health Department, and the after school Boys and Girls Club. The "Child Find" information is also printed in the local newspaper and provided on the school website. The Special Education Director and SPED teacher will maintain communication with BCW to ensure that BCW students transition before the age of 3.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	The Special Education Director will review student schedules with administrators and lead teachers prior to the beginning of each semester to make sure that students are in the LRE. Teachers will complete an FTE check sheet twice a year to show student's schedule, including other services. The Special Education Director will meet with the Data clerk twice a year to review the FTE check sheet to ensure that students are scheduled appropriately. Go-IEP Dashboard will be utilized to check for timely submission of documents and to check the accuracy of the Individualized Educational Plans. Ongoing professional development will be provided in the areas of Policies and Procedures, Co-teaching, IEPs, LRE, RTI, Assistive Technology, and Autism. The Instructional Coach will complete walk-throughs in all inclusion classes and provide support to regular and special education teachers. The Instructional Coach will provide feedback from the walk-throughs to the Special Education Director, as well as to the Principal. The Special Education Department, including Director and teachers, will meet once a month to discuss issues related to Procedures Handbook and student success. The Special Education Director will attend monthly meetings with GLRS/DOE representatives and conferences/workshops related to compliance with state and federal laws and regulations. All updates will be provided to School Administrators at monthly Principal's Meetings and Leadership Team meetings. Students will receive progress monitoring on goals to collect data to show growth and academic performance.

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	The Special Education Director will conduct monthly meetings with the special education teachers and staff at each school to update the Procedures Manual and to discuss other topics and related areas. Monthly meetings will be held with the Leadership Team and the Principals to offer information on new topics as well as updating current information. Discipline procedures will be discussed monthly and a review of the discipline log will be conducted. All staff will have access to the Procedures Manual and all updates will be provided for the manual. Telfair County Schools follow all IDEA, federal, and state regulations. The Sped Director will attend conferences related to compliance with state and federal laws and regulations. Walk-through data provided by the

IDEA Performance Goals:

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	Sped Director and Instructional Coach will be analyzed to provide feedback to staff. Telfair County Schools will continue to use Go-IEP for the FY22 school year. The Go-IEP Dashboard will be utilized to ensure compliance by SPED teachers and staff. This dashboard will be checked by the SPED Director weekly. The Director will also check each IEP in the Go-IEP program prior to finalizing.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement: 1. In support of well-rounded educational opportunities, if applicablebrul 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable ul 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable ul 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step	The Telfair County School System is transferring 100% of Title IV, Part A funds into Title I, Part A.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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.	The Telfair County School System is transferring 100% of Title IV, Part A funds into Title I, Part A.

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 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Equity Gap - Student achievement: Improve student proficiency in all academic content areas. Equity Intervention: Provide targeted teacher development on content, pedagogy, student support and interventions. Though the intervention appeared to be effective, it is difficult to verify due to the circumstances created by the pandemic. We plan to maintain some activities/strategies and adjust some activities/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.	Due to the COVID-19 pandemic, Telfair County School System has not seen a decrease in equity gaps. With loss of instructional days (delayed school start date, student/teacher absences, school closures) due to COVID-19 and 35-40% of our students being virtual, it is difficult to determine the effectiveness or ineffectiveness of the strategies we implemented.

Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Equity Gap - District Mean Growth Percentile: Improve practices to effectively meet the needs of all students. Equity Intervention: Provide targeted teacher development on content, pedagogy, student supports and interventions. Though the intervention appeared to be effective, it is difficult to verify due to the circumstances created by the pandemic. We plan to maintain some activities/strategies (continue teacher-led and administrator-led PLCs) and adjust some activities/strategies (revised new teacher induction plan, .

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Due to the COVID-19 pandemic, Telfair County School System has not seen a decrease in equity gaps. With loss of instructional days (delayed school start date, student/teacher absences, school closures) due to COVID-19 and 35-40% of our students being virtual, it is difficult to determine the effectiveness or ineffectiveness of the strategies we implemented.

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	No participating private schools.

Title II, Part A	No participating private schools.

Title III, Part A	No participating private schools.

Title IV, Part A	No participating private schools.

Title IV, Part B	No participating private schools.

Title I, Part C	No participating private schools.

IDEA 611 and 619	No participating private schools.