



# Comprehensive Needs Assessment 2022 - 2023 District Report



## Social Circle City

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Robbie Hooker
Multiple Program(s)	Federal Programs Director	Juanasha Watkins
Multiple Program(s)	Curriculum Director	Lisa Wolaver
Multiple Program(s)	School Leader (#1)	Maria Hargrove
Multiple Program(s)	School Leader (#2)	Darlene Favors
Multiple Program(s)	Teacher Representative (#1)	Pam Garrett
Multiple Program(s)	Teacher Representative (#2)	Tiffany Rhoades
McKinney-Vento Homeless	Homeless Liaison	Joslyn Holton
Neglected and Delinquent	N&D Coordinator	Joslyn Holton
Rural	REAP Coordinator	NA
Special Education	Special Education Director	Christina Sneed
Title I, Part A	Title I, Part A Director	Juanasha Watkins
Title I, Part A	Family Engagement Coordinator	Yolondias Colquitt
Title I, Part A - Foster Care	Foster Care Point of Contact	Joslyn Holton
Title II, Part A	Title II, Part A Coordinator	Juanasha Watkins
Title III	Title III Director	Juanasha Watkins
Title IV, Part A	Title IV, Part A Director	Juanasha Watkins
Title I, Part C	Migrant Coordinator	Juanasha Watkins

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Carrie Booher
Multiple Program(s)	Testing Director	Aaron Robinson
Multiple Program(s)	Finance Director	Nicole Cross
Multiple Program(s)	Other Federal Programs Coordinators	Christina Sneed
Multiple Program(s)	CTAE Coordinator	Aaron Robinson
Multiple Program(s)	Student Support Personnel	Juanasha Watkins

**Recommended and Additional Team Members**

<b>Program</b>	<b>Position/Role</b>	<b>Name</b>
Multiple Program(s)	Principal Representatives	Darlene Favors
Multiple Program(s)	High School Counselor / Academic Counselor	Christina Justice
Multiple Program(s)	Early Childhood or Head Start Coordinator	Darlene Favors
Multiple Program(s)	Teacher Representatives	Nikki Sullivan
Multiple Program(s)	ESOL Teacher	Tiffany Rhoades
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	NA
Multiple Program(s)	ESOL Coordinator	Carrie Booher
21st CCLC	21st CCLC Program Director	NA
21st CCLC	21st CCLC Site Coordinator or Data Specialist	NA
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Debra Didier
Title II, Part A	Principal Supervisors	Carrie Booher
Title II, Part A	Professional Learning Coordinators	Carrie Booher, Lisa Wolaver
Title II, Part A	Bilingual Parent Liaisons	Jenny Landis
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	Rico Jackson, Michael O'Connor, Sabrina Sanford-Flint, Steve Trantham, John Callahan (Chair), Lawana Bell, Randy Carithers
Title II, Part A	Local Elected/Government Officials	Amber McKibben
Title II, Part A	The General Public	NA
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Sallie Robinson
Title IV, Part A	Technology Experts	Sallie Robinson
Title IV, Part A	Faith-Based Community Leaders	Juanasha Watkins

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Multiple Students
Multiple Program(s)	Private School Officials	Jessica Hutcheson, Social Circle Christian School
Migrant	Out-of-School Youth and/or Drop-outs	Joslyn Holton
Title I, Part A	Parent Representatives of Title I Students	Meghan Denney
Title I, Part A - Foster Care	Local DFCS Contacts	Kimberly Lafreniere
Title II, Part A	Principals	Tim Armstrong
Title II, Part A	Teachers	Maggie Taylor
Title II, Part A	Paraprofessionals	Lee Udell
Title II, Part A	Specialized Instructional Support Personnel	Elly Bridgham
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	NEGA RESA, CLASE at UGA
Title I, Part A	Parents of English Learners	Yuribi Liendo

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Laurie Allison
Multiple Program(s)	Technical, College, or University Personnel	Fabersha Flynt at Athens Tech, Jodi Weber at UGA
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Tiffany Padilla
21st CCLC	21st CCLC Advisory Council Members	NA
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	NA

## Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The Social Circle City School District has participated in several system-wide needs assessment processes that include large scale stakeholder input during the current year: strategic planning, strategic waiver, continuous improvement plans and Cognia accreditation. All stakeholders have the opportunity to respond to a written needs assessment annually. Additionally, routine focus groups with employees, community, parents of each sub-group, students of all sub-groups, faith-based leaders and higher ed. partners ensure all have a voice in multiple settings throughout each school year.
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholder feedback is gathered through the GLISI model for school improvement. The work of the District Leadership Team and Administration Team are based on this model. System and school level teams seek input from all representative stakeholder groups. Protocols and effective questioning stems are utilized to ensure equity of voice. Internal and external stakeholders provide relevant and meaningful responses in face to face meetings, virtually, and in written format to assist in prioritizing needs and developing future action plans. Input is gathered at both the system and local school level.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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



## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

## Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

<b>1. Exemplary</b>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<b>2. Operational</b>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
<b>3. Emerging</b>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<b>4. Not Evident</b>	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations

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

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

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

## Effective Leadership Data

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

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

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

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

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

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

## Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

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

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

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

## Leader Keys Effectiveness System- Standard

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

## Professional Capacity Data

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

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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



## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

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

## Family and Community Engagement Data

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

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

## Supportive Learning Environment Data

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

## Leader Keys Effectiveness System- Standard

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

## Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	State & local surveys Equity Audit Data Town Hall Surveys Student Advisory Council feedback Parent Advisory Council feedback Teacher Advisory Council feedback Faith-Based Partners feedback
<b>What does the perception data tell you?</b> (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	We need to continue our work toward improving communication between system, school, and home. We need to continue our work toward improving learning outcomes for all students. We need to continue our work with PBIS and behavior management strategies.
<b>What process data did you use?</b> (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Parent, teacher, and student surveys Milestones (2nd - 12th grades) Attendance Discipline PBIS interventions Teacher Advisory Committee feedback Parent Advisory Committee feedback Student Advisory Committee feedback Data Management Teams Parent participation in parent meetings and college informational meetings Town Halls Faith Based Community Meetings Equity Audit
<b>What does the process data tell you?</b> (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Our process data tells us the we have opportunities to improve in the areas of communication, student achievement, data analysis, attendance and behavior management.

What achievement data did you use?	Disaggregated data from Milestones, MAP, AP/SAT/ACT results, Dual Enrollment participation
What does your achievement data tell you?	We need to improve our all-students and subgroups performance in the area of ELA across the district at all academic levels. We must improve the quality of the work that teachers are providing students in all academic areas. We need to focus our professional development on improving Tier 1 instruction across the district using research based strategies. We need to improve our access to and utilization of research based Tier 2 interventions and extensions. Our focus in recent years on improving math instruction and learning is producing greater learning. However, we still have great room for improvement in all academic areas with all subgroups.
What demographic data did you use?	Racial subgroups, Economically Disadvantaged, English Language Learners, Special Education Students, Student Mobility, Foster/Homeless/Migrant students, Early Intervention, Remedial Education, Alternative Program Education, Vocation Education, Gifted, FTE, Per Pupil Expenditures
What does the demographic data tell you?	Our all-students and white subgroups are performing better academically than our other subgroups in most data sets. However, we are making gains at our Elementary and High school regarding closing achievement gaps.



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Planning for Quality Instruction:</b> Teachers use an instructional process which includes a gradual release model to inform students of learning expectations and standards of performance. Exemplars are used to guide and inform student learning. Multiple measures are used to inform instructional planning and adjust instruction. The instructional process provides students with specific and timely feedback about their learning and a variety of ways to demonstrate learning. The process includes opportunities for re-teaching and re-assessing to ensure student learning. The current process is effective and will be continued with increased emphasis on formative assessments throughout learning opportunities. Data sources included: Lesson plans, exemplars, rubrics, variety of assessments, procedures for grading/demonstrating mastery, and PLC minutes/agendas.</p> <p><b>Delivering Quality Instruction:</b> District leaders provide oversight and guidance to local school leaders regarding delivery of quality instruction. Guidance and support are an ongoing part of the leadership team meetings, and individual principal conferences. The TKES and LKES evaluation process provides specific feedback regarding teacher performance on the standards. This highly effective process ensures coaching, mentoring and induction level support to promote student learning. Data sources included: District leader agendas/minutes, PLC agendas/minutes, student work, lesson plans, and student progress.</p> <p><b>Monitoring Student Progress:</b> System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure: 1) alignment with the system's beliefs about teaching and learning; 2) teaching of the approved curriculum; 3) direct engagement with all students in the oversight of their learning; 4) use of content specific standards of professional practice. The process will be even more effective with additional weekly monitoring. Data sources included: Team meeting agendas/minutes, standards, lesson plans, student work, and evidence of student learning.</p> <p><b>Refining the Instructional System:</b> All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a systematic process and school/system leaders monitor the process for quality teaching and learning. With the additional training of teacher leaders for each school, the effectiveness of collaboration is expected to</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>increase. Data sources included: lesson plans, team meeting agendas/minutes, observations, feedback and coaching from leaders, and student performance results.</p> <p><b>Trends and Patterns:</b></p> <p>There is a strong process for curriculum review, instructional planning, and assessment of student progress. Teachers and leaders design/implement strategies to close learning gaps and increase student levels of success. However, learning gaps persist and significant improvement of instructional strategies is necessary. Teachers demonstrated a need for updated materials that include an emphasis on direct research based instructional practices to improve reading comprehension and fluency. Teams from both schools piloted various materials and we consulted with a leading researcher from the University of Georgia that was not affiliated with any of the vendors. The researcher verified soundness of the research behind the teachers selections. The materials and extensive professional development have been implemented. Additionally, we are providing professional learning for a group of teachers at the primary, elementary, and middle schools in the practice of Instructional Conversations by the CLASE group at the University of Georgia. These instructional conversations strategies have been shown to improve communication, student engagement, and student learning. We are excited about their growing research in this area and plan to implement the strategies across the all of our schools. Additionally, our staff members are participating in SEEKS training with Emily Rubin on the neuroscience of learning and effective peer coaching strategies.</p> <p>The teacher leader program (in coordination with NEGA RESA) and coaching/supporting new teachers needs to continue/expand.</p> <p>There is evidence of a consistent trend in using data from MAP, common assessments and quick checks in order to drive instructional decisions. There is a plan to increase the frequency and meaningfulness of data analysis.</p>
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<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Creating and maintaining a climate and culture conducive to learning: The primary function of Social Circle City Schools is to prepare students to be college and career ready. The five year strategic plan guides our work with five goal areas, actions/initiatives, and monitoring processes to ensure the focus remains teaching and learning. Based on sub-group data and the high volume of students in Level 2 on GMAS, additional resources, monitoring tools and professional learning are being planned and implemented. The process is effective and identifies the priority for our work. Data sources included: Strategic plan, school improvement plans, MAP data, Milestones data, MTSS data, and CCRPI data.</p> <p><b>Cultivating and distributing leadership:</b></p> <p>The Social Circle City Schools District provides support through a formal structure that is monitored. We utilize the district leadership team (DLT) and administration team as the vehicle for support and monitoring. District and school leaders monitor instructional improvement through on-site support at</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>the local schools. The addition of teacher leaders in each school was designed to enhance collaboration. We offer quarterly Impact Checks at each school presented by teacher teams. We will continue to build capacity of teachers and teams to collaborate to ensure effectiveness. Data sources included: DLT and Admin Team agendas/minutes, impact check presentations, planning minutes, observations, conference notes, MAP data, and MTSS data.</p> <p><b>Ensuring high quality instruction in all classrooms:</b> Our system is committed to continuing frequent, informal observations to ensure instructional alignment to approved standards in all classes. Leaders facilitate collaborative planning sessions, protect instructional time and provide feedback for improved student performance. A standard approach to collaborative planning through the teacher leaders will improve effectiveness. Data Sources included: Observation data, teacher evaluation data by standard, collaborative planning sessions, and lesson plans.</p> <p><b>Managing the district and its resources:</b> The alignment of the system budget with the mission and vision of the district is a linear, effective and well-defined process for allocating funds and resources. Staffing plans and budget requests from each school and department are submitted to the associate superintendent to review for alignment and appropriateness. Allocation of resources follow similar processes to ensure equitable and appropriate access for all students. Data sources included: Budget calendar, budget request forms, BOE budget hearings, staffing plans, purchasing procedures, school improvement plans, and strategic plan.</p> <p>Social Circle City Schools district follows the plan, do, check, act cycle of continuous improvement. We annually identify goals, priorities and actions. We implement strategies for improvement and monitor progress. Next we analyze results, make recommendations for improvement, revise as needed and repeat the cycle. Adherence to this continuous cycle is very effective for improvement. Data sources included: Strategic plan, action plans, school improvement plans, plan-do-check-act cycle, data analysis, and stakeholder feedback.</p> <p><b>Providing quality professional learning:</b> All leaders participate in a continuous program of professional learning that is aligned with the system's purpose and direction. PL is based on an assessment of needs and builds the capacity for leadership in areas of instructional leadership, human resources, safety, organizational management and technology. Leaders have expressed interest in additional PL in the areas of: planning/assessment, communication, climate/team-building, leadership in literacy and math, leading professional learning communities. More work is also planned for the successful implementation of MTSS processes. The current PL has been effective in meeting the learning needs of leaders and staff. An increased emphasis will be on implementation and application of the learning.</p> <p>Continued work is needed/planned to support leaders in effective facilitation of collaborative planning sessions, using formative data to impact instructional plans, support of implementation of instructional conversations and research based reading instruction. Data sources included: PL logs, PL course offerings,</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>PL budget, PL goals and results for leaders and teachers, stakeholder feedback, formative data, MAP data, collaborative planning session agendas/minutes, and MTSS data.</p> <p><b>Trends and patterns:</b></p> <p>There is a practice for evaluating PL effectiveness in improving instruction, student learning, and the conditions that support learning. Pervasive implementation of the plan, do, check, act cycle allows for monitoring, evaluating, adjusting and improving PL based on needs of staff, students and leaders. A particular emphasis on the adjustment portion of this improvement cycle will greatly benefit student learning and overall effectiveness.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Attracting staff:</b></p> <p>SCCS recently partnered with MyBenefitsChannel, a collection of online HR resources designed to assist the school district in automating the processes related to employee hiring and recruitment. SCCS also implements a yearly New Teacher Induction and Mentoring program for all newly hired teachers. Current processes are highly effective. Data sources included: HR Resources, MyBenefitsChannel and Strategic Plan.</p> <p><b>Developing staff:</b></p> <p>The direction for professional learning is provided at the system level through DLT, Instruction and Academic Support divisions, and Administration Team. All professional learning supports the SCCS goals, mission, and vision. Professional learning is provided to both certified and classified staff members. Data sources included: SCCS Strategic Plan and Cognia Report.</p> <p><b>Retaining staff:</b></p> <p>Local principals identify hiring needs by working with the Human Resources Director and Associate Superintendent to develop an effective staffing plan. The HR Director attends recruitment fairs, posts vacancies, and maintains an identified pool of highly qualified candidates. The HR director and principals review candidate credentials to determine eligibility. Additionally, the HR director and the Title II-A Coordinator attend updated training on certification requirements annually. Data sources included: SCCS Strategic Plan and Cognia Report.</p> <p><b>Staff Collaboration:</b></p> <p>System and school level educators cultivate a spirit of collaboration focused on student learning. The spirit of collaboration filters from the system level to the school level as SCCS personnel provide premier learning opportunities. The District Leadership Team is comprised of principals, assistant principals, and district leadership who meet monthly to collaborate. Data sources included: SCCS Strategic Plan and Cognia Report.</p> <p><b>Providing quality professional learning:</b></p> <p>Targeted teacher development on content and pedagogy is provided throughout the school year at all schools within the district. Specific professional learning for teachers in core content areas and the TKES standards of differentiation, assessment strategies/uses, instructional strategies (technology integration), and academically challenging environments will</p>

## Strengths and Challenges Based on Trends and Patterns

	<p>continue to be provided. Additionally, two teacher leaders per school will receive significant training in instructional coaching and feedback through our partnership with NEGA RESA's teacher leader program.</p> <p><b>Recruitment and retention concerns:</b></p> <p>The retention rate in three of the four schools within the school district is significantly above the state average. SCCS will monitor the employment and retention needs of all schools. A mentoring program to support novice teachers will be enhanced and continued each year.</p> <p><b>Trends and patterns:</b></p> <p>With a focus on building teacher capacity, Social Circle City Schools district identified a need for instructional coaching and mentoring for teachers that remain in classroom instructional roles. The work of the teacher leaders will support the equity plan and identified areas of need. Teacher leader positions will be re-evaluated annually to ensure those selected match the identified needs assessment. Additionally, at the high school level, an emphasis is placed on professional learning to support work based learning, project based learning, Georgia Best initiative, and capstone projects.</p>
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<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Welcoming all families and the community:</b></p> <p>All parents have the opportunity to participate in the development and revision of the parent involvement policy/plan. Procedures have been established and reinforced to ensure that consultation with parents is organized, systematic, practical, and timely in relation to decisions about the school. Additional examples include parent workshops to help with academic needs in core content areas. Survey results indicate an overall high level of satisfaction with process in place. Data sources included: Agenda and Sign-in documentation from PTA meetings, Literacy and Math parent support nights.</p> <p><b>Communicating effectively with all families and the communities:</b></p> <p>Our process is based upon shared accountability between schools and parents for high student achievement and building parents capacity for using effective practices to improve their own children's academic achievement. Given the fact that not all homes have the ability to connect to web-based communication methods, the system uses print, phone, paper and web-based methods of communication. Survey results indicate an overall high level of satisfaction with the process in place. Data sources included: Total number of visits to web based sites, Call logs, Parent meeting sign-in documentation, focus group results, and survey results.</p> <p><b>Supporting student success:</b></p> <p>All parent involvement activities to encourage and support the efforts of home, school and community in improving educational opportunities for all children. This home-school partnership will help children to succeed within the regular program of the school regardless of income or background, to attain grade level proficiency, and to improve achievement in basic and advanced skills. Survey results indicate an overall high level of satisfaction with the process in place. Data sources included: Newsletter, PTA sign-in documentation, school and district website, phone calls, DoJo application, and</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>Remind notification system.</p> <p><b>Empowering families:</b> Key parents are involved in "parent to parent" training which improves the ability of parents to join the educational decision-making process and to mentor other parents to ensure they develop the skills needed to help their children to be successful. Survey results and Parent survey results indicate an overall acceptable level of success for the program. Data sources included: Survey Results, Parent Meeting agenda, and sign-in documentation.</p> <p><b>Sharing leadership with families and the community:</b> The district has created a fluid process to help create and implement the Strategic Plan for the district. Teachers, administrators, parents, community members, business people, and students were invited to participate in defining the direction for the district. According to survey results this process has been implemented with fidelity. Faith Based Community Leaders meetings are held throughout the year to provide feedback and mutual support. Data sources included: System Strategic Waiver, Vision / Mission / Guiding Principles, Action Teams, and Survey results.</p> <p><b>Collaborating with the community:</b> The district supports community collaboration at the local school level through the support of such programs as Parent and Grandparent breakfast and lunch literacy programs, Dual Enrollment (DE) participation, and CTAE internships/work-based learning. Town Hall meetings are offered throughout the year to provide information to parents and receive feedback from them. Participation numbers based upon percentage of membership indicate support by the community for the programs. Data sources included: Grandparents Day sign-in documents, Rotary Readers participation, Rotary Scholarship program, Lions Club STAR Student program, Town Hall participation, and DE participation.</p> <p><b>Trends and patterns:</b> There are increasing opportunities for parents/community members to partner with the school to support student learning. SCPS and SCES have strong parent engagement programs and are supported by a highly effective parent engagement coordinator. SCMS and SCHS are striving to increase parent involvement and engagement at the secondary level in academic programs. The SCHS college advisor focuses on increasing college access for underrepresented student groups. The Student Success Alliance program is available in all schools. The local group seeks to meet the basic needs (clothing, hygiene, food, utilities, physical and mental health services) of underprivileged families across the district. The group also participates in College and Career training and recruitment events with our Walton Works organization.</p>
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## Strengths and Challenges Based on Trends and Patterns

<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Small Student Subgroups:</b>  Social Circle City Schools has a small population of ESOL students enrolled within the district. In analyzing data, Social Circle Primary and Social Circle Elementary Schools had the highest percentage of English Language Learners with positive movement from one band to a higher performance band as measured by ACCESS. The majority of students receiving direct ESOL services were able to improve their language proficiency levels. Data sources included: ACCESS results.</p> <p><b>COGNIA</b> The Engagement Review Team uses the Cognia Performance Standards Diagnostic to evaluate the district's effectiveness based on the Cognia Performance Standards. The diagnostic evaluates evidence in each of three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. Results are reported on a 4-level scale - Impacting, Improving, Initiating, and Insufficient.</p> <p>In the Leadership Capacity domain, our district received Impacting (Level 4) for Standards 1 through 9 and Improving (Level 3) for Standards 10 &amp; 11. In the Learning Capacity domain, our district received Initiating (Level 2) in standard 2, Impacting (Level 4) in standards 6 &amp; 11, and Improving (Level 3) in the remaining 9 standards. In the Resource Capacity domain, the district received Improving (Level 3) on standards 6 &amp; 8, and Impacting (Level 4) on the remaining 6 standards.</p> <p>Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and an IEQ of 275 and above indicates the district is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the district.</p> <p>Our district's IEQ was 339.52 compared to the range of 278.34-283.33, representing all Cognia Improvement Institutions evaluated for accreditation in the last 5 years.</p> <p>The Engagement Review Team (team) identified themes aligned to the continuous improvement process at Social Circle City Schools. These themes highlight strengths and opportunities to guide the system's improvement journey. Themes are linked to Cognia's Standards for increasing the system's capacity for leadership, learning, and resource use. This process included the participation of over 125 stakeholders and the collection of over 565 documents exhibiting the district's vision, mission, and motto of ALL IN.</p> <p>The Engagement Review Team findings indicated that stakeholders demonstrate a shared commitment to an excellent and equitable education that enables students to become mindful, productive, and empowered citizens. Inclusive strategic planning with representatives from all stakeholder groups</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>included intentional planning focused on excellence, providing a rigorous academic program, and fostering the development of well-rounded students. A leader commented that the common goal among stakeholders is changing the trajectory for all students to broaden their horizons and provide activities for them to realize their potential and achieve their goals. The curriculum, based on the Georgia Standards of Excellence, is reviewed and revised in response to student performance data. The review process is formalized and monitored and adjusted for implementation. Student voice is considered in all project-based learning activities. The equity audit was conducted to determine barriers that might limit access to programs and services provided by the system. In response to the audit, programs have been redefined, access to programs, courses, and services examined, and processes to communicate with stakeholders reassessed. The implementation of initiatives to provide equitable learning activities and access to opportunities was a System Accreditation Engagement Review Report 10 priority. The Multi-Tiered System of Supports (MTSS) has been implemented at all schools to ensure the social, emotional, and developmental needs of students are addressed, in addition to the academic needs. Although the Response to Intervention (RTI) process had been used throughout the system, the adoption of the MTSS protocols expands the scope of the accommodations and supports for students to maximize opportunities for them to achieve their goals. One teacher commented that the MTSS program "levels the playing field" for students by giving them support to meet their individual needs. MTSS is a new initiative. The collaboration with the local workforce program ensures students have learning opportunities with local businesses and industries to explore career interests and options. The team encourages leaders to develop a process to collect, analyze, and use longitudinal data to determine the impact of all programs designed to support an excellent and equitable program for student learning. Leaders are encouraged to implement a data-based evaluation process of the MTSS program for monitoring and adjusting.</p> <p><b>Maintaining Order and Safety:</b> To help ensure safety, SCCS has a strong partnership with the Walton County Sheriff's Department which provides the CHAMPS program to our students and participates in active shooter training in our district. Our local police department, the Social Circle Police Department, provides SRO services for all of our schools. SCCS maintains a district safety committee as well as local school safety teams. In addition, each campus has installed secured and locked safety doors at the entrance of each campus and has increased access to security cameras on all campuses. System employees have Centegix safety badges and can call for assistance or create a lock down in seconds. Data sources included: SCCS Safety Plan, School Safety Plans.</p> <p><b>Developing and monitoring a system of supports:</b> At the district level, SCCS has an MTSS facilitator who meets with school MTSS teams regularly to ensure research-based interventions are being provided to struggling students. Furthermore, there is a systematic process in place for those students who qualify for additional support through the department of special education. SCCS is working to improve the effectiveness</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>of the MTSS process and explore additional research-based interventions. Data sources included: MTSS Manual, Special Education manual, and school level MTSS team evidence.</p> <p>The system also engages in long-range strategic planning processes that include facility planning, responsible financial decision-making, and effective use of resources in support of the purpose statement. The balanced budget is evidence of the system's responsible fiscal decision-making. Board members commented that a balanced budget has been a priority. A formalized, comprehensive budget plan includes a financial tracker. The board reviews the budget monthly. The facilities plan includes provisions for a new school and renovations to current facilities. A bond referendum was passed by the community which demonstrates confidence in the system and its initiatives. A schedule of maintenance is evidence of careful planning to ensure current facilities meet the learning and organizational needs of the system. A clearly defined system allows teachers to identify and request the resources needed in the classroom. Protocols to evaluate the impact and use of resources on student learning are included in the requisition process. The hiring process is formalized, clearly communicated, and includes specific guidelines which inform staffing decisions. Induction processes are formalized and implemented. A mentoring program provides an additional layer of support for new teachers. The technology plan includes a process to collect information about the system's technology needs. Intentional use of technology during the pandemic to support student learning was described in the evidence and during interviews. Professional development regarding the effective use of technology was provided to all teachers. Parents commented about the importance of providing hot spots throughout the community to ensure all students have wi-fi access during off-site learning. The system uses multiple digital platforms to support student learning, instruction, and organizational effectiveness. A process to evaluate the use and impact of the multiple platforms was described by system leaders. Although the resource requisition process is defined, the team encourages leaders to administer a regular needs assessments survey to ensure decisions related to new and existing resources are based on student learning and organizational effectiveness. The team suggests leaders develop a process to evaluate all programs including human resources strategies, resource allocation, and technology using specific metrics. Analysis and use of the data to inform all decisions related to strategic resource planning will be beneficial to the system.</p> <p><b>Ensuring a student learning community:</b> SCCS has embraced a district-wide PBIS framework and implemented SEL in an effort to cultivate and maintain a positive and healthy school environment. The PBIS model creates a proactive approach in addressing behavioral expectations and helps to foster a positive school climate. Since becoming a PBIS district, SCCS has experienced significant decreases in discipline issues and office referrals and observed an increase in student engagement. Data sources included: PBIS District Coordinator, PBIS Plan, PBIS Yearly Data.</p> <p><b>Supports and interventions:</b> SCCS embraces a PBIS framework for all schools within the district. Each</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>school has an established MTSS team in place to support struggling learners which provides research-based interventions for students who require additional support. Data sources included: MTSS Manual, Special Education manual, school level MTSS team evidence, PBIS Plan, PBIS Yearly Data.</p> <p><b>Out-of-school time:</b> Through ESSER funding, all schools offered summer learning for students who require additional academic support. Furthermore, credit recovery is offered at the middle school and high school level during the school year and the summer. All of the schools offered intensive and frequent tutoring through ESSER funding. The elementary and primary school offer spring tutoring for struggling students through Title 1 funding. Additionally, we have developed a partnership with Foothills Charter School and opened a local satellite campus in January of 2019 that allowed local students to have more flexible schedules and earn credits at an accelerated pace in the evenings. Data sources included: SCCS Strategic Plan, School Improvement Plans, MAP Data, Foothills data.</p> <p><b>Trends and patterns:</b> *Strong PBIS &amp; SEL framework in place district-wide *Established MTSS Teams in place at each campus and school</p> <p>The team found the need to continue to expand the search for research-based interventions for struggling students in MTSS. The teacher leader program will be continued in SCCS and the school district will investigate the possibility of expanding the summer programming and tutoring beyond ESSER funding. The district office has organized training for school and district level teams to better understand and implement strategies to improve student engagement including STEAM instructional strategies.</p>
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<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Internal factors:</b> The highest strategy identified for improvement in surveys and self-assessment data is differentiated instruction. We are also working on better utilization of strategies that promote student engagement including: improved relationships between teachers and students, STEAM activities, improving the quality of the work students participate in via the Schlecty Center Design Strategies. Continued professional learning will increase the ability of teachers to meet the broad range of student needs. The need to recruit and retain certified subs is an additional internal factor that impacts student performance results. Data sources included: Surveys and self-assessment data.</p> <p><b>External factors:</b> Parental/guardian involvement is closely monitored at each school. Teachers system-wide keep Parent Contact Logs including the date, type of contact, and purpose of contact. Improved communication practices (including the use of DoJo, Reminds, and Language Line) will have students and parents more attuned to the need for parent involvement in the school. The district needs improved access to effective educational interpreters. Data sources included: Parent Contact Logs, Parent Meeting Sign-In Documentation.</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p><b>Access to programs:</b> School based leadership and administrative teams at both the district and school levels continue to analyze test data and use the analysis to impact instruction and review student academic achievement. The implementation and evaluation of a sustained, comprehensive, data driven approach to effective instruction at the MTSS Tier 1 level for all students is in place across the district. Additional CTAE pathways and accelerated academic tracks have been added. We continue to improve access to instructional technology by increasing the number of Chromebook/Laptop/ iPad carts in all schools. The Instructional Technology Specialist provides training regarding the effective use of instructional technology in order to solve problems and create products via modeling, weekly small group meetings, and faculty level meetings. Data sources included: Cognia Report, Class Rosters, Assessment Data.</p> <p><b>Demographic and financial challenges:</b> Determining the number of personnel needed to fill roles and responsibilities in order to support the district and school's purpose will ensure that the necessary support is available. In an effort to serve the whole child, more resources will be considered from local agencies and grants. The generous ESSER grants have helped to relieve many financial challenges. Data sources included: Focus Group Meetings, Surveys, Strategic Plan Needs Assessment.</p> <p><b>Trends and patterns:</b> The district demographic and financial trends have remained constant over the past few years with little to no significant increase or decrease other than the ESSER grant funding. The CARES and ESSER grant funds have greatly helped our district financially and allowed us to better meet the instructional needs of our students. Current trends indicate stakeholders widely agree that the district engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success. Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations. Leadership at all levels fosters a culture consistent with the system's purpose and direction.</p>
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p><b>Small groups and sub groups:</b> We have traditionally had a very small ESOL population. Analyzing the data is a challenge to compare annually due to serving different students each year. However, our ESOL population is growing and we are working to train our staff members to better meet their needs and improving access to interpreters.</p> <p>There are too few students with disabilities in most content specific EOC assessments to report. However, a continued need is to help students with disabilities succeed with reading in the content areas of math, science and social studies.</p> <p><b>Student subgroup gaps:</b> Gaps exist between the all student performance group and minority students; all students and economically disadvantaged students; all students and</p>
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## Strengths and Challenges Based on Trends and Patterns

	<p>students with disabilities. Gaps exist between the white student performance group and minority student performance group; white students and economically disadvantaged students; white students and students with disabilities. Data sources included: MAP data, Milestones EOC and EOG data, CCRPI results.</p> <p><b>Additional data:</b> The percentage of students taking AP courses who also took the test continues to increase. ACT participation continues to increased and SAT scores tend to beat the state average. Data sources included: SLDS, TLE Platform, ACT results, SAT results,HOPE results, MOWR FTE.</p> <p><b>Effective collaboration to support student achievement:</b> Social Circle City Schools has a comprehensive student assessment process that is aligned with the system process for continuous improvement. There are data teams at each school, grade level and/or content area. Teachers use all available data to improve instruction and student performance. Teams collaborate weekly to monitor progress and make necessary adjustments. We are working to build the capacity of teacher leaders to increase effectiveness of collaboration and personalization of learning. Continuous improvement in collaboration will impact the quality of instruction and student performance. Instructional coaches and intervention specialists have been added to support quality instruction and provide for more flexible grouping. Smaller class sizes are used for students with disabilities, English Language Learners, as well as minority, poverty, and at-risk students as needed. Data sources included: MAP data, Collaborative Planning agendas/minutes.</p> <p><b>Supporting improved graduation outcomes:</b> The following processes are in place to positively impact graduation results: MTSS process, counseling support, parent and student conferences, interventions within the school day, personalized learning plans, re-teaching/re-assessing, credit recovery, student advisement, college advisor, the bridge program, summer programing, and frequent tutoring. The College Advisor increased student access to information about SAT/ACT registration, the college application process, and FAFSA completion. The College Advisor coordinated tours at colleges and the local College and Career Fair. Data sources included: Graduation rate, student record, class record, counseling &amp; college advisor schedule, course completion/success rates.</p> <p><b>Student achievement trends and patterns:</b> There is an identified need for growth in student performance in mathematics and literacy K-12. Improved performance in math and literacy will support increased achievement in all curriculum areas, specifically science and social studies. There is a need for additional professional learning to build the capacity of teachers and leaders. The emphasis is to improve student performance through high yield instructional strategies, effective integration of technology and increased student engagement strategies. There is a need for additional intervention opportunities for student success and for additional professional learning in the effective use of instructional technology to increase student learning.</p>
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## IDEA - Special Education

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

Strengths	The Social Circle School District employs a dedicated group of teachers and support staff who are focused on providing the best educational experience possible for all students. Staff strive to make the learning environment one that that is safe, engaging and accessible to all students.
Challenges	The Social Circle School District has identified the need for additional research-based, instructional and behavioral interventions, for our students with special needs. Additionally, there have been barriers with providing professional development and training for our teaching and supportive personnel. For the area of instruction, we continue to work on providing effective instructional strategies for all students at the Tier I level. We work to specialize those effective instructional strategies to individually accommodate the identified areas of need for our students with disabilities. We continue to improve on the utilization of technology when providing individualized access to the general curriculum.

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

Strengths	The services are designed upon a comprehensive needs assessment/SIP updated annually to focus on improving the academic achievement of all students based upon researched based strategies. Remediation, reinforcement and readiness assistance is provided to students with identified weaknesses and skill deficiencies.
Challenges	While Title I funding is limited, the majority of federal funding has been utilized for instructional personnel. It is essential that personnel are using research based strategies with groups of students to increase impact.

## Title I, Part A - Foster Care

Strengths	There is a coordination of services between all service providers. Funding is set-aside to meet the academic needs of the child.
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Challenges	Targeted professional learning in the area of need.
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## Title I, Part A - Parent and Family Engagement

Strengths	Our family engagement coordinator plays an integral part in ensuring parents are part of the process to maximize their child's learning experience. Multiple opportunities for involvement are offered during the course of the school year for all parents.
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Challenges	Parental use of provided resources in the Parent Center. Our goal is to help parents to move from ritual engagement to authentic engagement.
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**Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)**

Strengths	We have no students that qualify for participation in the MEP. However, if we were to enroll migrant students, our system liaison would make contact with each migrant family to determine case by case needs. The district coordinates with the GaDOE Regional Office and MEP Consortium fiscal agent at ABAC for MEP funded services, in addition to local resources, to support the needs of qualifying students.
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Challenges	Migrant students would need to be evaluated academically, like other students in the school system to determine academic needs and ensure intervention/support without delay.
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## Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are no facilities for neglect and/or delinquent youth in Social Circle.
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Challenges	N/A
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## Title II, Part A - Supporting Effective Instruction

Strengths	There are system level processes to ensure cohesive leadership with the preparation and training of staff. The District Leadership Team develops a five year plan that supports the system strategic plan and initiatives. All professional learning supports the SCCS 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. The teacher leader program is a strength and has been identified as a need for continuation. A.
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Challenges	Recruitment of high quality teachers and leaders remains a priority. We have increased the budget for recruiting and we are in the process of exploring new recruitment tools/strategies. The recent addition of an electronic tracking system supports our needs. In order to recruit candidates that are more similar to our student demographics, we are seeking top talent to participate in the TAPP program.
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## Language Instruction for English Learners and Immigrant Students

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

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



## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Social Circle City Schools have a very small ELL population. A certified ESOL instructor provides individualized support for EL students to acquire the knowledge and skills necessary for academic success in the core curriculum. Our teachers are supportive and welcoming to all new families. Our teachers utilize tools like Google Translate and Language Line to help with translation into home languages. Teams of teachers from the MS, ES and PS are participating in Instructional Conversations training (via CLASE at UGA) to improve their instructional strategies and student learning for English language learners.
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Challenges	The EL students spend the majority of the instructional day in general education courses. The ESOL teacher provides training and resources for the general education teachers. However, the EL students will benefit from the use of more frequent formative assessments to adjust instruction within the regular classroom setting. We need greater access to trained educational interpreters.
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Title I-A funds are set-aside for homeless youth. The system-wide social worker works directly with McKinney-Vento eligible students and families. The social worker, counselors, and registrars follow clear and consistent processes for identifying homeless youth and planning support services. Our counselors, college coaches, and Student Success Alliance representatives support teachers in identifying students in need of support. This team also helps to locate the appropriate resources.
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	While all processes for identification are in place and followed, some families are still hesitant to acknowledge homeless status. We remain diligent to identify and support those in need.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	The Social Circle City Schools District is committed to ensuring that all students have equal access to quality instruction with a professionally certified teacher. Our system has maintained a 100% certified instructional staff for teachers and paraprofessionals. Our teacher retention rate is consistently above the state average and the percentage of inexperienced teachers is significantly below the state average. With only one school per grade span, all students have equal access to experienced, effective teachers. A process is in place at each school during class formation to ensure no student is assigned to a class with an ineffective or inexperienced teacher more than one time in each grade span.
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Challenges	The size of our system limits the number of available teachers certified in all of the specific areas needed, this is especially true with Special Education. We have opportunities to grow in this area and are working with teachers to increase their expertise and areas of certification in order to better meet the needs of all of our students.
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## Title IV, Part A - Student Support and Academic Enrichment

Strengths	In the past, Title IV, A funds have been transferred to Title II, A. For the 2022-2023 school year, Title IV funds will be transferred to Title I.
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Challenges	In the past, Title IV, A funds have been transferred to Title II, A. For the 2022-2023 school year, Title IV funds will be transferred to Title I.
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Title V, Part B - Rural Education

Strengths	Our school system does not qualify for Rural Education grants.
Challenges	N/A

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	Many students performing below proficiency in literacy.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Literacy impacts all other content areas. We have too many students performing below proficiency and too few students performing in the distinguished range. We continue to have gaps between our subgroups and our white/all student groups.
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##### Overarching Need # 2

Overarching Need	Students continue to struggle with mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	While our math achievement is increasing in most grade levels, we still have too many students performing below proficiency and too few students performing in the distinguished range. We continue to have gaps between our subgroups and our white/all student groups.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Many students performing below proficiency in literacy.**

##### Root Cause # 1

Root Causes to be Addressed	Inconsistency of high quality research based instruction at tier 1 for every student every day
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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##### Root Cause # 2

Root Causes to be Addressed	Inconsistency of effective collaborative planning to meet the needs of all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Inconsistency of standards based instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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**Overarching Need - Students continue to struggle with mathematics.**

## Root Cause # 1

Root Causes to be Addressed	Inconsistency of high quality research based instruction at tier one for every student every day
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Inconsistency of effective collaborative planning to meet the needs of all students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Inconsistency of standards based instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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# District Improvement Plan 2022 - 2023



## Social Circle City



## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Social Circle City
Team Lead	Carrie Booher
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title II, Part A
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	Title II, 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) We will use 2019-2020 Free/Reduced meal application data for the 22-23 school year. We also surveyed families to consider rates.

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	Many students performing below proficiency in literacy.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistency of effective collaborative planning to meet the needs of all students
Root Cause # 2	Inconsistency of high quality research based instruction at tier 1 for every student every day
Root Cause # 3	Inconsistency of standards based instruction
Goal	Increase the percentage of students scoring proficient or above on the ELA Georgia Milestones and/or increasing student growth on MAP.

##### Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
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 interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

## Action Step # 1

Action Step	Provide training and modeling for teachers and administrators regarding research based structured literacy instruction and newly adopted resources/programs.
Funding Sources	Title I, Part A Title II, Part A
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	Meeting agendas & observations
Method for Monitoring Effectiveness	MAP; Read 180; Milestones
Position/Role Responsible	Associate Superintendent/Director of Special Education/School Administrators
Evidence Based Indicator	Promising

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)?	NEGA RESA - Growing Readers Grant READ 180 My View
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## Action Step # 2

Action Step	Provide training for teachers and administrators regarding deconstructing standards and high quality Professional Learning Community strategies.
Funding Sources	Title I, Part A Title II, Part A
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	PL agendas, PLC agendas, Observations
Method for Monitoring Effectiveness	MAP, Read 180, Milestones
Position/Role Responsible	Associate Superintendent/School Administrators
Evidence Based Indicator	Demonstrate a Rationale

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)?	Georgia Center for Assessment NEGA RESA - Leader Academy
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## Action Step # 3

Action Step	Provide training and resources for improving the consistent use of effective and engaging instructional practices including the use of instructional technology.
Funding Sources	Title I, Part A Title II, Part A IDEA
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	PL agendas, PLC agendas, Classroom Observations
Method for Monitoring Effectiveness	MAP, Read 180, Milestones
Position/Role Responsible	Associate Superintendent/School Administrators
Evidence Based Indicator	Demonstrate a Rationale

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)?	UGA CLASE - Instructional Conversations Schlechty Center & PAGE - Design Standards NEGA RESA
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## Action Step # 4

Action Step	Training for parents & families to support student acquisition of core academic skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas and minutes, parent sign in sheets
Method for Monitoring Effectiveness	Parent surveys and focus groups
Position/Role Responsible	Parent Engagement Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

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)?	Parent to Parent Student Success Alliance
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## Action Step # 5

Action Step	Effective implementation of MTSS processes and strategies including PBIS and SEL
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS meeting minutes & agendas, PBIS meeting minutes & agendas
Method for Monitoring Effectiveness	MAP, Milestones
Position/Role Responsible	Associate Superintendent/Director of Special Education/School Administrators
Evidence Based Indicator	Promising

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Students continue to struggle with mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Inconsistency of effective collaborative planning to meet the needs of all students
Root Cause # 2	Inconsistency of high quality research based instruction at tier one for every student every day
Root Cause # 3	Inconsistency of standards based instruction
Goal	Increase the percentage of students scoring proficient or above on the Math Georgia Milestones and/or increasing student growth on MAP.

## Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

## Action Step # 1

Action Step	Provide training and modeling for teachers and administrators regarding research based instruction and newly adopted resources/programs.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Meeting agendas & observations
Method for Monitoring Effectiveness	MAP & Milestones
Position/Role Responsible	Associate Superintendent/School Administrators
Evidence Based Indicator	Promising

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)?	Invision
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## Action Step # 2

Action Step	Provide training for teachers and administrators regarding deconstructing standards and high quality Professional Learning Community strategies.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
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	PL agendas, PLC agendas, Observations
Method for Monitoring Effectiveness	MAP, Milestones
Position/Role Responsible	Associate Superintendent/School Administrators
Evidence Based Indicator	Demonstrate a Rationale

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)?	Georgia Center for Assessment NEGA RESA -Leader Academy
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## Action Step # 3

Action Step	Provide training and resources for improving the consistent use of effective and engaging instructional practices including the use of instructional technology
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
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	PL agendas, PLC agendas, Classroom Observations
Method for Monitoring Effectiveness	MAP, Milestones
Position/Role Responsible	Associate Superintendent/School Administrators
Evidence Based Indicator	Demonstrate a Rationale

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)?	UGA CLASE - Instructional Conversations Schlechty Center & PAGE - Design Standards NEGA RESA
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## Action Step # 4

Action Step	Training for parents & families to support student acquisition of core academic skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting agendas and minutes, parent sign in sheets
Method for Monitoring Effectiveness	Parent surveys and focus groups
Position/Role Responsible	Parent Engagement Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

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)?	Parent to Parent Student Success Alliance
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## Action Step # 5

Action Step	Effective implementation of MTSS processes and strategies including PBIS and SEL
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	MTSS meeting minutes & agendas, PBIS minutes & agendas
Method for Monitoring Effectiveness	MAP, Milestones
Position/Role Responsible	Associate Superintendent/Director of Special Education/School Administrators
Evidence Based Indicator	Demonstrate a Rationale

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)?



## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Stakeholders are highly valued and involved both at the local school and at the district level. At the school level, this process involves a leadership team composed of teachers, students, paraprofessionals, parents, community members, business partners and higher education partners. These team members gather input from the individual groups they represent. Internal and external stakeholders are involved in coordinating the use of Title I-A, Title II-A and PL funds for school improvement planning, budget planning and parent engagement. Plans include school councils, PTO's, Title I meetings, Superintendent's Parent Advisory Council and Teacher Advisory Council. Data from all sources and stakeholders are analyzed in order to prioritize needs for the system, action plans and school level improvement plans. In particular, these stakeholders provide meaningful feedback for Title II-A on ways to coordinate efforts to improve Title II-A funded actions and activities. There is an inclusive consultation process for development of system strategic plans, school improvement plans and the CLIP.
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#### Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers  (Please specifically address all three variables)	The Social Circle City Schools District is committed to ensuring that all students have equal access to quality instruction with a professionally certified teacher. Our system has maintained a 100% certified instructional staff for teachers and paraprofessionals. Our teacher retention rate is consistently above the state average and the percentage of inexperienced teachers is significantly below the state average. With only one school per grade span, all students have equal access to experienced, effective teachers. A process is in place at each school during class formation to ensure no student is assigned to a class with an ineffective or inexperienced teacher more than one time in each grade span.
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The Social Circle City School System ensures that funds are spent on scientifically and/or evidence-based growth/improvement practices that align with improvement priorities. The improvement priorities are determined through the comprehensive needs assessment process including a thorough data review and extensive stakeholder feedback. Every employee is provided professional learning that is specifically designed, by need, to increase the impact of their work on student progress and the overall operations of the school. Through a partnership with Northeast Georgia RESA, leaders have opportunities to grow and sharpen leadership skills to move the work forward, sustain progress and monitor on-going effectiveness. The district provides resources of time, finances and personnel to ensure the needs of employees and students are met. Staff schedules include common planning time and leaders facilitate on-going implementation of new learning to directly impact student learning. A long-range plan was adopted that assures on-going professional learning initiatives and activities will be a complement to the system strategic plan and based on improving student achievement. At the system level, district leaders participate in on-going professional learning to equip them with the leadership skills needed to lead school improvement. Through a coordination of programs (Title I-A, Title II-A, Title IV-A, and local Professional Learning) funds are available for professional learning sessions, substitutes and/or stipends. Additional data from teacher and leader evaluations (TKES/LKES) yield evidence of specific professional learning that is needed to improve performance. A teacher leader program is designed to build the capacity of teachers to lead professional learning and collaborative planning sessions to ensure that the improvement process is naturally embedded in the daily work. Principals monitor results of individual teachers/students and teams to ensure new skills are implemented to benefit student learning. District leaders monitor overall school results and support school level leadership in reaching the desired results.</p>
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PQ – Intent to Waive Certification

<p>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)]</p>	<p>Yes</p>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes, Social Circle City Schools will waive certifications for CTAE teachers in 9th - 12th grades only as needed.</p>
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#### PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Social Circle City Schools will waive certification for CTAE teachers in grades 9th - 12th only as needed. The minimum requirements will include a 4 year college degree and professional experience that is commensurate with the requirements of the position. Two years of experience in the field that they would provide instruction is preferred.</p>
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#### State and Federally Identified Schools

State and Federally Identified Schools

<p>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.</p>	<p>The Social Circle City Schools District has one state identified focus schools requiring support. However, the \$75,000 that they received is nearly one third of the total Title 1 funding for the district. Therefore, the optional set-aside of Title I-A funds will not be made.</p> <p>All four schools in Social Circle have a poverty rate that is around 50%. The equity plan clearly outlines priorities for Title II-A funding to ensure students/families are supported by highly trained professionals. Funding priorities include effective teachers, leaders, and high impact instructional strategies to promote student growth. District oversight takes place throughout the monthly district leadership meetings, on-site school meetings and technical assistance, observations, school improvement plan, implementation and monitoring process. Priorities, based on the needs assessment and extensive stakeholder involvement, are addressed in a coordinated effort through Title I-A, Title II-A, Title IV, A Professional Learning and local funds. School leaders are held accountable through the LKES evaluation process. Local schools and the district leaders work together to promote the success of all students and staff. Any school or leader that needs additional support is provided with the development opportunities and resources to meet expectations.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: 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>	<p>Social Circle City Schools completed a self-study and compliance review with the Georgia Department of Education regarding our career and technical education programs. The review included collaboration with neighboring systems and the GaDOE to review academic, career and technical education throughout the system. Career awareness begins at the elementary level through guidance and career lessons within our existing counseling program. Career related educational activities are offered throughout middle school to prepare students for options they will have at the high school level. Students at Social Circle High are strongly encouraged to select a pathway to help them become college and/or career ready. Students have experiential learning in preparation for the following pathways, occupations or industries: Ag, Mechanics, Business and Technology, Therapeutic Services- Sports Medicine, Certified Nursing Assistant, Web/Digital Design, JROTC-Army, and Early Childhood Education. The Social Circle Board of Education and Superintendent's office are committed to providing high quality academic, career and technical experiences for students in order to prepare our future workforce. The work-based learning coordinator assists in the placement and supervision of students in a position related to their career pathway. Participating junior and senior students receive course credit while gaining experience working in their chosen industry. The addition of a capstone project ensures that all students graduating from Social Circle have employability skills, demonstrated proficiency on a rubric and are</p>
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CTAE Coordination

	<p>resume/interview ready for the next step through career related education. We partner with the Economic Development Authority of Walton County to host employability skills training, career fairs, and interviews for students entering the workforce directly out of high school.</p> <p>The CTAE Advisory Council has strong representation from local businesses and industry. Based on their feedback, we opened an Ag. Mechanics program through the support of the State CRE grant and matching funds from our Board of Education. The combination of our state of the art ag. lab and quality instruction prepares our students with experiential learning in class that is comparable to industry expectations. Even though we are a small system (enrollment under 2000) our participation in CTAE is rapidly expanding. The school system coordinates a College and Career Fair annually and promotes work-based learning and youth apprenticeships. We continue to grow/expand options for students while attaining strong results on end of course and end of pathway assessments. The CTAE department has the highest pass rates on assessments, with the majority having 100% passing. Additionally, the graduation rate for students participating in CTAE is much higher than for non-CTAE students. Our growth priority for the department is to continue recruiting students, pursuing industry certifications, and securing additional WBL/apprentice/intern options for our students.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>All four schools in the Social Circle City School System are fully implementing Positive Behavioral Interventions and Support (PBIS). All discipline referrals have been significantly reduced and student engagement increased. Additional training in behavioral interventions has been provided to each faculty, and no students are receiving a disproportionate volume of discipline incidents or referrals.</p> <p>Throughout the needs assessment process, discipline data is part of an on-going review. Monthly discipline reports are reviewed at the school and system level by leaders and principals to ensure no subgroup of students is disproportionately removed or assigned disciplinary consequences. While discipline is not a current overarching need, continued work through PBIS remains a priority.</p> <p>Many of our professional development sessions focus on building relationships with our students and increasing student engagement through instructional technology and utilizing Schlechty's Instructional Design Standards. We are working to expand our understanding of SEL and teacher expertise regarding students who have experienced trauma.</p>
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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

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Social Circle Middle and High School are in the same building which offers great opportunities throughout the school year to work together. The two schools share a common media center and cafeteria. Multiple staff members serve both schools. Students at the middle school have opportunities to take high school courses for Carnegie unit credit. This organizational framework ensures a smooth transition between middle and high. For students needing additional support, transitioning from eighth to ninth grade, a Bridge program has been utilized for the past few years to provide extended summer learning opportunities in language arts and math. Students in the high school have access to college courses beginning in the ninth grade through Advanced Placement and Dual Enrollment (DE). Participation in DE has increased in the past several years. In addition, Social Circle High School partners with Georgia Military College, Athens Technical College, and Georgia State University to provide on-line DE opportunities on the high school campus in order to eliminate transportation obstacles. These early college initiatives have helped many of our at-risk students prepare for post-secondary options. Our high school counselor provides college and career guidance, interest and skill inventories, conferences with students/families about next steps, and students have opportunities for college and industry tours. We utilize our advisement time to provide soft skills training, goal setting, and opportunities to participate in special interest groups. We also use this time to closely monitor academics, attendance, and behavior. Our School Social Worker, College Advisor, Mentor, and Student Success Alliance Coordinator advocate to meet the individual needs of our students and ensure that students in our sub-group populations are aware keenly aware of college options and are offered step-by-step support to get there. We work with the Walton County Development Authority to provide industry tours, work-based learning opportunities, and employability skills training.</p>
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#### 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.	Social Circle has a built in mechanism to easily transition students from early childhood programs into primary school. A three year-old pre-school program is available through the CTAE department and is provided by students in the early childhood education pathway. Three year-old students then are able to transition into our award winning four year-old Pre-K program that is housed at Social Circle Primary School. The school also has a transition plan to support student transitioning from private pre-school, church pre-schools and home school. Transition plans include tours, school visits, parent meetings, and informational sessions/materials. Pre-K students are active participants in primary school life and easily transition into the regular five year old kindergarten program. A variety of parent/family involvement activities are included to ensure appropriate support is available during each transition. Parents and families of this group are included in all parent and community outreach. In addition, informational meetings and open houses are provided in conjunction with private pre-schools and day care facilities. We have a natural connection for integrating early childhood services that is very successful.
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## 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.	Social Circle City School District does not currently services any Targeted Assisted Schools.
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## Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.	<p>Two schools in the Social Circle City School District are identified as Title I schoolwide programs. The schoolwide programs at both Social Circle Elementary and Social Circle Primary participate in the comprehensive needs assessment, data review and stakeholder feedback to identify overarching needs. Our system and schoolwide overarching needs are in the areas of increasing student achievement in Mathematics and Literacy.</p> <p>Title I-A funds are budgeted to provide additional instructional staff (teachers, instructional coaches, and parent engagement coordinator) at Social Circle Primary School and Social Circle Elementary School. The main function of the additional staff is to ensure disadvantaged students have the necessary</p>
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Title I, Part A – Instructional Programs

	<p>instruction, resources, support, and parent training in the core content areas to meet academic standards. Both schools follow the plan, do, check, act cycle for school improvement. The instructional framework for both Title I schoolwide programs includes pre-assessment, instruction, differentiated support, post-assessment, re-teaching and re-assessing.</p> <p>Instructional coaches are funded to increase achievement in the academic areas identified for support annually. The comprehensive needs assessment prioritized English/language arts and mathematics as the focus for Title I-A funding and support. Instructional coaches have a wide impact throughout the school by teaching model lessons, professional learning sessions and teaching groups of students based upon specific needs. The instructional coaches are provided the training necessary to lead instructional improvement initiatives and re-deliver to their schools (Number talks, writing conferences, etc.). The Parent Engagement Coordinator leads the staff in building parent capacity to help their students acquire the necessary knowledge and skills to be successful in all core academic areas. Numerous opportunities exist within and outside the school day: Lunch and Learns, Family Fun nights, Festivals, Math Night, Literacy Night and Technology Night.</p> <p>There are no institutions for neglected or delinquent children in Social Circle, Georgia.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

<p>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).</p>	<p>The Social Circle City Schools Board of Education strives to ensure the continuity of services for children who migrate from one state, country, or school district to another, including but not limited to, the transfer of student educational and/or medical records and seamless transitions to the extent possible. This coordination helps reduce the effects of educational disruption that migrant children suffer as a result of frequently relocating. The Social Circle City Schools district uses the Occupational Survey provided by GaDOE MEP office. All students/families who enroll in the system complete the Occupational Survey (OS) at the time of registration through our centralized registration process. The OS is also sent home home to all returning students yearly. The Occupational Survey (OS) that meet the criteria will be sent via GaDOE portal email to the Region 1 office for follow-up. The Social Circle City Schools will work in collaboration with the ABAC consortium staff and the Regional Office recruiters to follow-up with families that qualify. Appropriate agency personnel (i.e. School Counselor or Registrar, Interpreter, and/or GaDOE MEP Regional Office) notify receiving school districts about migrant families who have moved to those districts. These same personnel promote the exchange of student educational and/ or medical records (within 48 hours) and develop academic credit accrual and academic credit exchange programs. Within 48 hours of a newly identified migrant student being identified in the district, the trained LEA staff will access MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program. As students move out of the district, LEA staff/ ABAC staff will submit a move notification within MSIX to allow the potential receiving state to find the migrant family and continue support and services; as students move in to the district, LEA staff/ ABAC staff will submit a move notification within MSIX to notify the sending state that the child has arrived and that records are needed.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>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.)</p> <p>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 consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>The Social Circle City Schools Board of Education promotes parents and schools working together to raise student achievement. Supplemental projects and programs will be provided to address the unmet academic needs of identified Priority for Service (PFS) students. All instructional strategies will be research-based and of sufficient duration and intensity to meet the unique educational needs of migrant children and to positively impact the State Migrant Education Performance goals in reading, language arts, and mathematics. The Social Circle City Schools Plan to serve migrant students and their families is highlighted below:</p> <p>Migrant students will be offered comprehensive traditional and non-traditional educational programs and migrant families will be provided needed support services. School personnel ensure that an Occupational Survey form, printed in a language that is understood by Migrant families, is sent home at the beginning of the school year and/or upon enrollment, for the purpose of identifying Migrant students and their families and also to facilitate outreach efforts. Parents are presented information on ESOL, special education, gifted, preschool and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant educational agency. Eligibility for the Migrant Educational Program is determined by GaDOE MEP Regional Office. All Migrant students are eligible for and receive appropriate Title I services. Social Circle City Schools provide school-wide Title I services for our PK-5th grade students. All students including our migrant children and youth will benefit from the services provided to our Primary and Elementary schools. School-wide Title I plans will document services and strategies being implemented in each Social Circle City School. Presenters from local agencies such as, the Health Department, DFACS, and County Extension Office will be involved as appropriate during parent meetings.</p> <p>In order to decrease the gap in performance of migrant students on statewide achievement tests through accelerated learning, based upon Georgia Performance Standards (CCGPS) Georgia Standards of Excellence in Reading, Language Arts, and Mathematics (Research-Based: Georgia Performance Standards), Social Circle City Schools will provide school-readiness services to migrant preschool children. These services will be documented using the schedule of the supporting teachers and with responses to parent surveys at the end of the school year. MEP funded services (regular school year and summer) will be designed using input from needs assessment meeting. Services offered to students will be based on prioritized youth status, age and current academic performance. The district representative for migrant students will coordinate and document services for non-enrolled youth under the age of 21. The Director of Federal Programs will observe and evaluate services provided by the teachers of migrant students. Yearly evaluations and parent survey results will document success of implemented plans.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

#### Required Questions

#### IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>  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</p>	<p>The Social Circle School System continually works to improve the graduation rate for all students with disabilities. Studies have shown that students thrive and succeed with school attendance and course completion when nurtured and supported.</p> <p>We purposefully assign each student to a specific case manager who will teach a Learning Strategies class. This course allows for monitoring student academic progress, behavior, course completion, and overall well-being. Here is where in-depth learner characteristics are discovered. Case managers must complete individual learning inventories, interest inventories, and personality scales. The information obtained helps to align better the students' aspirations, goals, and activities of their transition plans.</p> <p>The high school will continue utilizing a transition skills curriculum to help guide student progress to school completion. Students will complete chapters as the case manager assesses progress towards transition goals while delivering instruction on independent living, employment, and other post-secondary skills. Each case manager must meet the state's transition-plan checklist on each of their caseload students yearly.</p> <p>The district provides an alternative educational format for our students who struggle with the traditional daily school schedule. Courses are available and offered through the Virtual Learning platform. There is also an alternate setting for those who work with appropriate peer interactions. Proving this alternate route allows for a more individualized path to academic course completion. Additionally, this route provides an approach to high school completion.</p> <p>The department chair will closely monitor the curriculum implementation. The department chair will also assist the case managers with tracking students' overall academic progress by quarterly reviewing transcripts and course enrollment. At the end of each school year, the case managers will consult with the department chair and the school counselors to ensure that each caseload student remains on the correct program track for graduation.</p> <p>The Special Education Director will meet with the department chair monthly to review course alignment, student progress towards course completion, and their transition goals. Ongoing professional development is provided to the department chair and the case managers. Training and guidance on creating and implementing effective transition plans occur annually. Our teachers and case managers are trained to best utilize our available technological resources to engage and involve students in the learning process. Our local vocational rehabilitation counselor provides further assistance with job searches, job placement, and job coaching. The Special Education Director will review all graduation plans, transition plans, and progress notes to ensure accuracy and compliance. If problems continue after technical assistance is provided, the</p>
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IDEA Performance Goals:

	Special Education Director will notify the building principal and District Superintendent
<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>  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 procedures  Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)  Staff that will be designated to support the 3-5 population  Collaboration with outside agencies, including any trainings conducted by the LEA  Parent trainings</p>	<p>The Social Circle School System continually works to improve services for all young children, ages 3-5, with disabilities.</p> <p>Our district provides early intervention services. We have a special-needs classroom for our 3-5-year-old kids with disabilities and offer a full continuum of services and support to those in need. This PreK class is located at our primary school. This instructional setting provides a more intensive and individualized level of support. Our continuum includes providing support in the regular PreK classroom, community-based private preschool programs, Head Start, and in the home if needed. This full continuum of instructional services and support provides an inclusive least restrictive environment for each student. All service delivery options are designed to deliver free and appropriate education to each child to support a smoother transition into the kindergarten classroom.</p> <p>We utilize the Georgia Early Learning Standards (GELDS) to ensure a quality learning experience. The GELDS additionally provide parents with support for their child's growth, development, and learning potential. Additional instructional tools have been added to the PreK resource inventory to support student curricular and developmental needs. These tools include differentiated instructional kits that support the GELDS five learning domains. Instructional kits include lessons and strategies for Physical Development and Motor Skills, Social and Emotional Development, Approaches to Play and Learning, Communication Language and Literacy, and the target of Cognitive Development and General Knowledge.</p> <p>As a tool to encourage parental involvement, our classes use the <i>REMIN</i> and <i>ClassDojo</i> technological tools. These tools serve as communication platforms to inform and engage families. Each tool helps keep parents notified of the learning and the different activities that occur throughout each school day. Additionally, each device promotes parent-student daily reviews of skills learned.</p> <p>Enrollment opportunities and services are advertised through our local newspaper and our school district's website. Our Child Find Interventionist goes out into the community to inform our local proprietors and medical personnel of the district's services. She leaves brochures and posts flyers at their places of business. She also works closely with our local pediatrician, private school principal, and a DFCS case manager to obtain information about possible referrals. Child Find notices and informational flyers are displayed in the front office of each of our schools.</p> <p>During the Fall Semester of each school year, developmental, hearing, vision, and speech screenings are provided to all of the 3-5-year-old students who are attending our schools. Our school psychologist and Child Find Interventionist continually conduct screenings for local community kids throughout the school year. During these screenings, they conference with parents to consider whether or not an evaluation may be warranted.</p>

IDEA Performance Goals:

	<p>We continue to work closely with our local Babies Can't-Wait Interventionist to coordinate the transition process. This relationship is needed to ensure the implementation of appropriate services and to enhance the learning and development of our disabled young. We work collaboratively to provide and support the identification and evaluation process before the child's third birthday for those transitioning from state programs.</p> <p>The Special Education Director provides access to professional learning for all of our early learning special needs teachers. Our current focus is on improving classroom practices and providing appropriate support while maintaining compliance. Our current practices include additional types of instructional methodologies and data collection. Our teachers are also encouraged to attend training our state education department provides. Our teachers additionally participate in activities for GELDS, behavior training, and another that covers behavioral strategies and supports. The director meets with teachers quarterly to discuss take-always and how the techniques and resources will be implemented in their classrooms. The school administrators and the director review lesson plans and make classroom visits to ensure strategies and resources are utilized, and appropriate instructional practices are in place. Our Child Find Interventionist and the director have asked for opportunities to speak and provide information to parents concerning services for all young children, ages 3-5, during building-level parent night meetings. The Director and the Child Find Interventionist are also planning to provide and conduct community awareness activities so that anyone with knowledge of a child suspected of having a disability or developmental delay will know who to contact.</p> <p>The Special Education Director provides sustained professional learning activities on the written procedures for the Child Find Rule throughout the school year. Ongoing professional learning is provided at the school level to all staff. Principals are responsible for ensuring all staff training and must monitor all Child Find and referral procedures within their buildings. The Special Education Director provides sustained supervision and monitoring of compliant practices for Child Find.</p> <p>The Special Education Director is in close contact with the Child Find Interventionist, who helps facilitate all Babies Can't Wait referrals. The School Psychologist helps monitor the referral process. IEPs are randomly selected by the Special Education Director each month and reviewed for complaint procedures. Schools found to be out of compliance are provided guidance and support by the School Psychologist. The Special Education Director will notify the building principal and Superintendent if problems continue after delivering technical assistance.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          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 practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Social Circle School System continually works to improve FAPE for students with disabilities          All children with disabilities between the ages of 3 through 21 residing in the Social Circle City School District are entitled to a free appropriate public education (FAPE). This group includes children with disabilities who have been suspended, expelled from school, or incarcerated in correctional facilities within the district's attendance zone. The special education and related services that make FAPE available are provided, at no cost, to those identified with disabilities and who have an IEP.          Children are entitled to continue to receive special education and related services through their 21st birthday year or until they turn 22 if they remain eligible for special education and have not graduated with a regular high school diploma. Entitlement to a FAPE ends upon reaching age 22 or graduating with a regular high school diploma, whichever comes first. Special education and related services are provided so eligible students can progress towards IEP goals and meet Georgia's educational curriculum standards requirements at all grade levels. Social Circle City Schools ensures that there will be no delay in implementing a child's IEP.          Social Circle City Schools ensures that children with disabilities have access to the various educational programs and services available to non-disabled children served by the Social Circle City school system. Such programs and services may include art, music, Career, Technical, and Agricultural Education. The district ensures options for the least restrictive environment through a full continuum of placement options such as general classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. Provisions for supplementary aids, services, and supports such as resource rooms or specialized instruction in various settings are additionally available. Social Circle City Schools consider auxiliary aids and services necessary to provide students with disabilities the equal opportunity to participate in nonacademic and extracurricular activities. Such activities may include but are not limited to participation in clubs, referral to agencies that provide services, special interest groups, employment assistance, counseling, health services, or athletics.          The district has written policies and procedures to ensure that children with disabilities are in their least restrictive environment and educated with children who are not disabled to the maximum extent appropriate. Special classes, separate schooling, or other removals of children with disabilities from the regular class environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved safely and satisfactorily. Placement decisions are fully supported by the present academic achievement and functional performance levels and by the level of support and accommodations/modifications the student requires to access the curriculum. When determining the educational placement of a child with a disability, Social Circle Schools ensures that a group works collaboratively on the placement of students (the IEP Team). The team includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. It is made in conformity with the least</p>
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IDEA Performance Goals:

	<p>restrictive environment provisions.</p> <p>Special Education Teachers receive professional development on IEP implementation throughout the school year to ensure that adequate educational services are provided, and procedures are followed with fidelity. This training includes the implementation of classroom accommodations, lesson modifications through scaffolding, the utilization of specifically designed instruction, and progress monitoring</p> <p>Supervision and monitoring are completed through multiple routes. The Director of Special Education reviews each draft IEP to ensure its appropriateness to the student's disability and that all compliance standards are followed. Additionally, the director monitors lesson plans and conducts walk-through observations to ensure that IEP implementation is aligned to appropriate educational services and support in the least restrictive environment.</p> <p>An <i>IEP At A Glance</i> form is provided to each classroom teacher, listing all accommodations and modifications needed by each student with disabilities. The case managers conference with each teacher to answer questions and ensure their comprehension of each student's critical needs. The teacher's signature is provided to document each meeting</p> <p>The Special Education Director provides ongoing professional learning for policies and procedures that provide students with Free Appropriate Public Education (FAPE) throughout the district. Each month, Special Education Director will monitor and review for complaint procedures. Teachers, who have difficulty understanding and implementing FAPE compliance, will receive technical assistance from the Special Education Director. If problems continue after technical assistance is provided, the Special Education Director will notify the building principal and District Superintendent</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Social Circle School System continually works to improve compliance of state and federal laws and regulations</p> <p>During monthly special education department meetings, the Special Education Director will provide high-quality, sustainable professional learning activities for all special education teachers for adhering to compliant policies and procedures for all local, state, and federal laws and regulations. During each session, the director will share information from implementation updates, monthly director's webinars, weekly email blasts, and monthly Local Special Education Area Consortium (LSEAC) and Collaborative Communities meetings.</p> <p>The Special Education Director monitors the GO IEP Dashboard for timelines daily and follows up with case managers when students approach critical timelines. Furthermore, the special education secretary, the school psychologist, and the Special Education Director collaboratively maintain an evaluation spreadsheet to track and monitor all evaluation timelines. The Special Education Director weekly meets with the school psychologist to monitor timelines, check the status of eligibility reports, and discuss problems, if any, with IEP implementation or documentation needed from schools. The</p>
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IDEA Performance Goals:

	<p>director also meets monthly with each school department chair to discuss building compliance concerns or trends.</p> <p>Additionally, the Special Education Director reviews and completes a compliance checklist on all IEPs and finalizes each document. Plans are reviewed by both the case manager and the director every other month to ensure compliant IEP implementation with fidelity. The school psychologist also provides support and guidance when needed. Administrators at the school level can view IEP documents. Their administrative duties require active involvement with all aspects of monitoring.</p> <p>New teachers are provided professional learning from the GO IEP coordinator to assist with timelines, collecting eligibility information, and reports. This professional learning is required to be taken every year. Case managers who are out of compliance are provided technical assistance from the school psychologist or the Special Education Director. The Special Education Director will provide additional technical assistance and support if that individual does not correct concerns. Continual failure to adhere to policies and procedures for all local, state and federal laws and regulations will be shared with the building principal and Superintendent.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"><li>1. In support of well-rounded educational opportunities, if applicable<ul style="list-style-type: none"></ul></li><li>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</li><li>3. In support of safe and healthy students, if applicable<ul style="list-style-type: none"></ul></li><li>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</li><li>5. In support of the effective use of technology, if applicable<ul style="list-style-type: none"></ul></li><li>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</li></ol>	<p>Title IV, A funds will be transferred into Title II.</p>
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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.	Title IV, A Funds will be transferred into Title II.
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p><b>Equity Gap 1:</b> Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p><b>Interventions Effective – Adjust these strategies for increased results</b></p> <p>While there is evidence of effectiveness of each strategy, there is a need to adjust/enhance the intervention strategies to increase student learning and results.</p> <ul style="list-style-type: none"> <li>• Teacher development in content and pedagogy will emphasize specific, coherent and structured literacy instruction K-5. Monitoring, coaching and feedback will be incorporated throughout implementation for immediate adjustment.</li> <li>• The MTSS process will be monitored closely at the district level to support the success of all students in literacy .</li> <li>• The K-12 Literacy teams will continue with a renewed focus on deconstructing standards, clear learning targets and aligned formative assessment tasks.</li> </ul>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p><b>Equity Gap 1:</b> Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p>Teacher development included a K-12 literacy team with specifically targeted professional development in the areas of effective content-based instructional strategies.</p> <p>NWEA MAP data shows growth for all student groups in ELA based upon RIT scores.</p> <p>Stakeholder feedback in focus groups and surveys indicate that teachers use a variety of instructional strategies to ensure student success and provide for remediation and/or acceleration.</p> <p>GMAS results show that we have too many students scoring below proficiency in most subgroups</p> <p>TKES data indicates that the majority of teachers are maintaining or increasing proficiency on the standards of Instructional Strategies and Differentiated Instruction on the Teacher Assessment of Performance Standards. However, the areas of Assessment Strategies, Assessment Uses and Challenging Learning Environment show a need for Continued Improvement.</p> <p>We will adjust the strategies to include identification and professional development in a cohesive, structured literacy program for the Social Circle</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>Primary School and Social Circle Elementary School K-5. Professional development in reading intervention will continue to be offered at the schools to ensure that struggling readers can achieve success. Professional learning is being offered at the primary, elementary , and middle schools in the area of increasing engagement through improving instructional strategies using the SEEKS coaching processes. The middle school also participates in Inquiry Learning training through Diana Laufenberg. Ms. Laufenberg provides coaching and supports middle school staff members to improve their effectiveness of their instruction.</p> <p>Quarterly impact checks will be utilized to monitor and adjust strategies. During impact checks administrators present results on data variable including MAP, advance placement , SAT, student attendance, staff attendance, student behaviors, student participation in extracurricular activities, and student success rates. These results are evaluated by sub-groups and intervention strategies are adjusted as needed.</p>
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<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <p>Intervention Effective – Equity Gap Eliminated</p> <p>Intervention Effective – Maintain Activities/Strategies</p> <p>Intervention Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Adjust Activities/Strategies</p> <p>Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 2: Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p>Interventions Effective – Adjust these strategies for increased results</p> <p>While there is evidence of effectiveness of each strategy, there is a need to adjust/enhance the intervention strategies to increase student learning and results.</p> <ul style="list-style-type: none"> <li>• Teacher development in content and pedagogy will emphasize specific, coherent and structured math literacy instruction K-12. Monitoring, coaching and feedback will be incorporated throughout implementation for immediate adjustment.</li> <li>• The MTSS process will be monitored closely at the district level to support the success of all students in math.</li> <li>• The K-12 Math teams will continue with a renewed focus on deconstructing standards, clear learning targets and aligned formative assessment tasks.</li> </ul>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap 2:</p> <p>Provide targeted teacher development on content, pedagogy and student supports and interventions.</p> <p>Teacher development included a K-12 math team with specifically targeted professional development in the areas of effective content-based instructional strategies.</p> <p>NWEA MAP data shows growth for all student groups in Math based upon RIT scores.</p> <p>Stakeholder feedback in focus groups and surveys indicate that teachers use a</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>variety of instructional strategies to ensure student success and provide for remediation and/or acceleration.</p> <p>GMAS results show that we have too many students scoring below proficiency in most subgroups</p> <p>TKES data indicates that the majority of teachers are maintaining or increasing proficiency on the standards of Instructional Strategies and Differentiated Instruction on the Teacher Assessment of Performance Standards. However, the areas of Assessment Strategies, Assessment Uses and Challenging Learning Environment show a need for Continued Improvement.</p> <p>We will adjust the strategies to include identification and professional development in a cohesive, structured K-12 math program. Professional development in math intervention will continue to be offered at the schools to ensure that struggling readers can achieve success. Professional learning is being offered at the primary, elementary , and middle schools in the area of increasing engagement through improving instructional strategies using the SEEKS coaching processes. The middle school also participates in Inquiry Learning training through Diana Laufenberg. Ms. Laufenberg provides coaching and supports middle school staff members to improve their effectiveness of their instruction.</p> <p>Quarterly impact checks will be utilized to monitor and adjust strategies. During impact checks administrators present results on data variable including MAP, advance placement , SAT, student attendance, staff attendance, student behaviors, student participation in extracurricular activities, and student success rates. These results are evaluated by sub-groups and intervention strategies are adjusted as needed.</p>
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## 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	None
Title II, Part A	None
Title III, Part A	None
Title IV, Part A	None
Title IV, Part B	None
Title I, Part C	None
IDEA 611 and 619	None