



District Improvement Plan 2022 - 2023



Johnson County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Johnson County
Team Lead	Tecia McKay
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Leadership development and Family / Parent Engagement an organizational system to increase literacy (reading writing, digital literacy) and Math / Science (STEM and CTAE).
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Student achievement data in literacy: reading, writing and digital literacy (Effective Leadership supporting Instructional Norms, MTSS, Family and Community Engagement with Parent Leaders at the forefront of academic focus academics)
Goal	By the end of 2024, create an organizational structure with stakeholder engagement which will provide systems to increase literacy, Math, and Science (CTAE) data by 3% as measured by the GMAS

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 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Increase Mission visibility in the community further by establishing community wide literacy efforts focused Birth to 5.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Parent Leader meeting agendas / participation.
Method for Monitoring Effectiveness	Reading Data, Increased Parent Leaders, Academic focus of Parent Survey results is increased.
Position/Role Responsible	Dir of Literacy and Comm Outcomes / District Par Lia.
Evidence Based Indicator	Strong

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)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 2

Action Step # 2

Action Step	Increase Mission visibility in the community further by establishing community wide literacy efforts focused on STEM (STEM equity). (Math, Science, and CTAE)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	District Team Classroom visits (Google data walks)
Method for Monitoring Effectiveness	STEM Equity Rubric / The classroom data (including literacy STEM bus) walks will measure growth of key literacy components based on Instructional Norms.
Position/Role Responsible	Superintendent, Dir of Literacy and Comm Outcomes / Assoc. Sup of FP (Curr)
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 3

Action Step	Monitor Instructional Practices Norms with literacy instruction (district wide programs and interventions) based on written procedures.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	site visits, 45 Day Impact data reviews
Method for Monitoring Effectiveness	progress monitor data
Position/Role Responsible	Superintendent / Assoc. Sup of FP (Curr)
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district is partnering with RESA to further implement our instructional norms. We will monitor and measure the impact of professional learning and fidelity of practices.
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Action Step # 4

Action Step	Ensure growth and maintenance in Literacy and STEM professional development training, including targeted review training as needed (led by Bld & District Admin, RESA, ICs, Teacher Leaders, and Parent Leaders)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	School and District Personnel will conduct monthly Instructional Norms Procedures progress monitoring reviews with ELA targeted walkthroughs to review data. Bld Admin and ICs will conduct weekly lesson plan review with written feedback.
Method for Monitoring Effectiveness	STEM Equity Rubric / District walkthrough data (monthly), Lesson Plan feedback, CCRPI Scores (annually), EOC/ EOG Scores (annually), Benchmark data (semester), RI (9wks), DIBELS (9wks), and Read 180 (9wks)
Position/Role Responsible	Inst. Coaches PL Director School Admin
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

Action Step # 4

<p>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)?</p>	<p>The strategies are being implemented with the support of Oconee RESA. GDOE Science collaboration as well as The Georgia Youth Science & Technology Centers STEM trainings and certifications.</p>
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Action Step # 5

<p>Action Step</p>	<p>Increase focus on academic competitions and project based learning (targeting Literacy and STEM)</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Monthly Curr. Meeting and BOE Mtg.</p>
<p>Method for Monitoring Effectiveness</p>	<p>45 Day Impact Progress Monitoring, CCRPI, Parent Satisfaction Survey</p>
<p>Position/Role Responsible</p>	<p>Curr. Dir/ ICs / Principals</p>
<p>Evidence Based Indicator</p>	<p>Demonstrate a Rationale</p>

Timeline for Implementation Quarterly

Action Step # 5

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Varied agencies i.e. RESA, Georgia Southern Univ. etc.
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Action Step # 6

Action Step	Leadership maintains and monitors Literacy interventions in each schools with small group instruction based on D.I., Literacy in all Content areas, Reading Intervention identified in the master schedule, Reading Interventionists Schedules, and specific Evidence Based program support (i.e. Guided Reading, Mobymax, iReady)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plan monitoring with written feedback, District Informal
Method for Monitoring Effectiveness	45 Day Impact Check / Benchmarks / CCRPI, District Informal Google Walks
Position/Role Responsible	Principal / Superintendent
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 7

Action Step	Increasing Effective Leadership growth focused on Literacy and STEM Equity with Admin and Teacher Leaders via the Georgia Leadership Institute of School Improvement Cohort Training (GLISI).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Implementation model
Method for Monitoring Effectiveness	STEM Equity Rubric / Benchmarks / Culture Survey / The classroom data walks will measure growth of key Science, Math, and CTAE components based on Instructional Norms.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Moderate

Action Step # 7

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GLISI
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Action Step # 8

Action Step	Develop a Literacy STEM Team to determine evidence based steps, review implementation, and monitor progress. (Comprised of School Literacy Team rep, Community Leaders, District Ins Tech Rep)
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	site visits, 45 Day Impact data reviews
Method for Monitoring Effectiveness	STEM Equity Rubric / Progress monitor action steps

Action Step # 8

Position/Role Responsible	Dir of Literacy and Comm Outcomes / Assoc. Sup of FP (Curr)
Evidence Based Indicator	Moderate

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)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 9

Action Step	Increasing Effective Leadership growth focused on Literacy and STEM Equity with Admin and Teacher Leaders via the Georgia STEM Equity Conferences and workshops (GA Sci Sup Assoc & GA Sci Teachers).
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity

Action Step # 9

Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	STEM Equity Rubric / Benchmark testing
Position/Role Responsible	Assoc. Sup of F.P. (Curriculum & Prof Dev)
Evidence Based Indicator	Moderate

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)?	
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Action Step # 10

Action Step	Provide Interventionists to lessen Learning Loss using evidence based strategies and interventions based on student data and frequent monitoring .
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 10

Systems	Coherent Instruction
Method for Monitoring Implementation	lesson plan artifacts aligned to data
Method for Monitoring Effectiveness	Intervention Progress Monitoring Data, 45 Day Impact check
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Coherent Instructional System to increase mathematics, science, and social studies.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Student achievement data in mathematics, science, and social studies (increase level 3s and 4s/ DOK/ Instructional Norms - Tier 1 practices / Parent Leaders / MTSS / assessment and grading practices - data driven instruction)
Goal	By the end of 2024, increase student achievement data in math, science, and social studies by 3% as measured by the GMAS (targeting levels 3 and 4).

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	Mathematics Science Social Studies
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	Increase Mission visibility in the community with a cultural shift in expectations for instruction (data driven Tier 1 and Tier 2, grading / assessment uses and practices focused on student monitoring).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Leaders meeting agendas / participation
Method for Monitoring Effectiveness	Increased Parent Leader participation, Informal Google Walk data, Academic focus of Parent survey results increases.
Position/Role Responsible	Superintendent / District Parent Lia.
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Stakeholder Teams Monitor Instructional Practices Norms in Math, Science, and Social Studies (district wide programs and interventions) based on written procedures (including RESA, Parents and Community Members).
Funding Sources	Title I, 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	Site visits, monitor during monthly district leadership meetings
Method for Monitoring Effectiveness	45 Day Impact check of benchmark data in math, science, and social studies.
Position/Role Responsible	Principal / Dir. of Curr & S.I.
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA, Superintendent Parent Advisory Council (PAC), Community Collaborative with Family Connections.
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Action Step # 3

Action Step	In a Class Size Reduction (CSR) model, maintain evidence based strategies (DOK, D.I. & SBC based on GDOE standards).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless English Learners Migrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Site visits, monitor during monthly district leadership meetings
Method for Monitoring Effectiveness	45 Day Impact check of benchmark data in math, science, and social studies.
Position/Role Responsible	Principal / Dir. of Curr & S.I.
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step	Increase GSBA BOE level from "Quality Board" to "Distinguished Board" (focused on instruction instruction being challenging prob solving, flexible, and individualized)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Internal Review based GSBA self assessment
Method for Monitoring Effectiveness	Biannual BOE review based on the Exemplary Board rubric
Position/Role Responsible	BOE Chair / Superintendent
Evidence Based Indicator	Other :

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GSBA
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Action Step # 5

Action Step	Weekly Data Driven Lesson Plan Collaboration with district feedback formal by all admin and ICs to align district wide expectations.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Shared artifact samples
Method for Monitoring Effectiveness	45 Day Impact Progress Monitoring
Position/Role Responsible	Superintendent
Evidence Based Indicator	NA

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 6

Action Step	Each IC maintain 2 lab classrooms to implement the "coach's cycle" of PD implementation targeting reading comp, writing strategy, and digital technology (alignment with science, social studies, and / or math).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Monthly IC Peer Folder Review of Implementation / Biannual PL program evaluation.
Method for Monitoring Effectiveness	45 Day Impact Check/ CCRPI / HIR Survey Teacher & IC Interview/ Program Evaluation
Position/Role Responsible	Principal / Asso. Sup of Fed. Prog.
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA,
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Action Step # 7

Action Step	Increase focus on academic competitions (supporting Math, Science, and Social Studies)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	45 Day Impact Progress Monitoring, CCRPI, Parent Satisfaction Survey
Position/Role Responsible	Curr. Dir/ ICs / Principals
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)?	Varied agencies i.e. RESA, Georgia Southern Univ. etc.
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Action Step # 8

Action Step	During tutoring (supplemental time) maintain evidence based strategies (DOK, D.I. & SBC based on GDOE standards).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	Tutoring Progress Monitoring data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Superintendent / Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide Interventionists to lessen Learning Loss using evidence based strategies and interventions based on student data and frequent monitoring .
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	Intervention Progress Monitoring data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Superintendent / Principals
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Each school engages varied stakeholders to present specific data regarding core content curriculum at monthly BOE meetings.
Funding Sources	N/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
Method for Monitoring Implementation	BOE minutes
Method for Monitoring Effectiveness	Benchmark data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Principals/ Assoc. Sup of Fed Prog (Curr)
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Principals will lean on Leadership Teams, Parent Advisory Council (PAC), Dist Admin, and RESA
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Action Step # 11

Action Step	Principals, Instructional Coaches, and Teacher Leaders will provide targeted customized professional development to support Use of Instructional Norms, Grading and Assessment Practices (including students self monitoring based on standards)
Funding Sources	Title I, 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	Monitor PD Calendar, PD agendas, PD list of customized PD
Method for Monitoring Effectiveness	Report Card summaries (failure lists) Benchmark data, 45 Day Impact Progress Monitoring,
Position/Role Responsible	ICs, Principals, Assoc. Sup of Fed Prog (PD)
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Participate in an external review of instructional practices (GAPS analysis) using results to guide efforts of improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	leadership agendas reflect analysis of results and Progress monitoring.
Method for Monitoring Effectiveness	collect district and school leadership artifacts, 45 Day Impact check, informal Google Walks, CCRPI
Position/Role Responsible	Superintendent / Principals
Evidence Based Indicator	Strong

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)?	Oconee RESA
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Learning Environment for the whole child (PBIS, MTSS, SEL).
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Learning Loss based on whole child needs ("before the academics" then the academics)
Goal	By the end of 2024, improve the student learning environment resulting in a 3% on "whole child" data and the CCRPI.

Action Step # 1

Action Step	Maintain PBIS (state model) implementation, training, and progress monitor by subgroups with varied stakeholder engagement.
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct targeted PBIS walkthroughs to review data.
Method for Monitoring Effectiveness	OSS subgroup data, PBIS data reviews and Parent satisfaction data reviews.
Position/Role Responsible	PBIS Teacher Leader, Prin, and District SEL Coor.,
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with GDOE and Oconee RESA support for PBIS.
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Action Step # 2

Action Step	Increase MTSS consistency based on implementation supported with training, and progress monitoring by subgroups.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct monthly MTSS progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: Academic Data (Benchmarks) and PBIS data review.
Position/Role Responsible	MTSS Coor Teacher, Principal, & District SEL Coor
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with GDOE and Oconee RESA support for PBIS.
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Action Step # 3

Action Step	Provide a SEL support services with an onsite Social Worker.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct monthly SEL progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: SEL data (Satchel Pulse)
Position/Role Responsible	Superintendent / Principals
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community Service Board of Middle Georgia (Mental Health) and Fathers Among Us (USD of Health and Human Services)
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Action Step # 4

Action Step	Increase GSBA BOE level from "Quality Board" to "Distinguished Board" (focused on safe, orderly, supportive environment where all are positive).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Board meeting reports from school and district admin, staff, and parent leaders.
Method for Monitoring Effectiveness	PBIS data summary, MTSS data, Satchel Pulse (SEL) data
Position/Role Responsible	BOE Chair & Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GSBA
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Action Step # 5

Action Step	District Admin, Building Admin, and Teacher Leaders attend PBIS, MTSS, and SEL conferences and redeliver via workshops.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Review PL Calendars and progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: Academic Data (Benchmarks) and PBIS data review.
Position/Role Responsible	PBIS Coor Teacher, Prin, Dist SEL Coor.
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE & RESA
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Action Step # 6

Action Step	Teacher Leaders and Parent Leaders lead Building Staff Capacity presenting at least 2 workshops for faculty and staff focused PBIS, MTSS, and SEL .
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PD Calendar, Parent Eng Calendar
Method for Monitoring Effectiveness	PBIS data Review, MTSS "movement" data, Satchel Pulse SEL (parent component data), Parent Satisfaction Survey.
Position/Role Responsible	PBIS Teacher Leader, Prin, District Parent Liaison
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE & RESA
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Action Step # 7

Action Step	Build Parent Capacity with PBIS, MTSS, and SEL workshops incorporating parent leaders.
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	Parent Eng Calendar
Method for Monitoring Effectiveness	Parent Satisfaction Surveys
Position/Role Responsible	District SEL Coor, District Parent Liaison
Evidence Based Indicator	Strong

Action Step # 7

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE, RESA, Family & Parent Eng. Division
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Action Step # 8

Action Step	Make specific targeted community based efforts to increase shared community efforts (implement JCMS pilot Academic Parent Advisory Team (APTT) and maintain individual District / School Parent Advisory Councils (PAC), and Community Wide District Chat & Chew)
Funding Sources	Title I, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Eng Calendar, District Leadership Mtgs
Method for Monitoring Effectiveness	Parent Satisfaction Surveys

Action Step # 8

Position/Role Responsible	Superintendents, District Parent Liaison
Evidence Based Indicator	Strong

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)?	GDOE Training, FVSU Community Training Lab
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Action Step # 9

Action Step	Implement, monitor, and provide data driven supports for social emotional learning (SEL)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plan / artifact, Satchel Pulse data

Action Step # 9

Method for Monitoring Effectiveness	Progress monitor SEL data
Position/Role Responsible	Principal, District SEL Coor
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>(Transferring 100% of FY23 Title II-A and FY23 Title IV- A to Title I-A). Johnson County schools requests input and feedback from all stakeholders to develop the District Improvement Plan. Teachers, Parapros, and staff provide input and feedback during the coordination of activities to improve the district via teacher leaders actively participating on monthly leadership teams and the Leadership Summit. Stakeholders provided feedback during this process to direct funds to support district activities. Each April, the district conducts a parent survey as well as a community input survey. This survey data is used and reviewed by District staff, Oconee RESA staff, and parents to support develop the district improvement plan. Each May, the district hosts a Parent Input Meeting where data is provided and parents give advise. Similarly, each school hosts a series of spring Parent Input meetings. They are advertised in varied means and Parent, Community Leaders and our Oconee RESA meeting with the district for a two day Leadership summit has they provide meaningful consultation. During the District Leadership Summit, leading contributors were parents and community members discussing key points and making sure that communication needs are being exchanged. Additionally, the district meets monthly on the County Collaborative with other agencies to seek input from other community partners. Being a small rural district it is easy to seek input in the community at the district "Chew & Chat"s as the District and School Admin host gatherings in the neighborhoods by offering refreshments and sitting to talk about the needs of the kids. The District Parent Liaison also serves as a board member of the Department of Family and Children Services which adds to our district:s ability to seek advice pertaining the needs of the students we serve.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>All schools in Johnson County Schools are Title I SchoolWide Schools serving Economically Disadvantaged students. Johnson County School District ensures low-income and minority children are not served at a disproportionate rate by ineffective teachers, out-of-field teachers, and inexperienced teachers. Johnson County monitors teacher assignments each spring by collaboratively assigning students based on an equal distribution process identifying gender, race, academic performance, behavior indicators and prior year placements. The administrators make final student placement decisions to ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Johnson County Middle</p>
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Serving Low Income and Minority Children

	<p>school ensures equal access to teachers based on its size. Being a small rural school, there is only one teacher per content area per grade-level, thus all students are served by the same teachers in each grade level. Johnson County High School provides all students the same opportunities and access by either documenting a valid in-field certificate, or in the extreme situation of being out-of-field, the teacher would have a minimum of 3 years experience. Furthermore, with efforts of being forward-thinking district-wide, the school system is proactive in maintaining a diverse staff to try to mirror the demographics of the students with active recruitment efforts including not only predominately white institutions (PWIs) but also intentionally participating with teacher recruitment efforts at with Historically Black Colleges and Universities (HBCUs). The district has an active mentor program and is a member of the P-20 Collaborative with Georgia Southern, Savannah State, and College of Coastal Georgia. Since the pandemic in trying to maintain the P-20 Collaboration, the district also joined the team based in Middle Georgia. Hiring is completed by hiring teams and includes the screening of credentials alignment for positions as well as verification with PSC by the principals. These are all efforts to be proactive in hiring the most effective teachers. Out of field teachers are not hired unless every effort is made to secure an in-field person and only in extreme situations. Experience is verified. To be sure low income and minority students are best served, principals look at the place of these students to be sure no student receives an out of field teacher (due to extreme situations) during consecutive years.</p>
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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>Johnson County School District uses a system of continuous improvement. Monitoring is systematic in Johnson County Schools. The continuous improvement process is supported with written guidelines and procedures. The efforts include stakeholders from outside of each school and the district to include parents, community stakeholders, and colleagues from Oconee RESA, GDOE, and local colleges/ universities. We look at data, find root causes, develop goals to support the development of the whole child, create detailed action plans.</p> <p>Specifically, each school (with particular support given to a targeted support school as indicated by the GDOE Designation Status) routinely reviews student data prioritized based on needs and collaborates (with federal program and special education directors, RESA and GDOE) as they address academic and behavioral deficiencies. The principal is responsible for maintaining the process and ensuring progress monitoring artifacts to support successful implementation of the school improvement plan (SIP). The superintendent leads the district team as progress monitoring is monitored at each school. The district program directors provide supplemental technical assistance. Monthly district meetings, data room walks, Impact Checks - 45 days progress monitoring meetings, mid-year Data review, and annual Leadership Summit</p>
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Professional Growth Systems

	<p>are some of the components in place to provide technical assistance.</p> <p>Each school is required to maintain a SIP. The school's faculty, staff, and stakeholders monitor the SIP at least 3 times a year to measure progress and determine next steps including professional development strategies. These are data driven decision based primarily on student achievement, parent input via surveys, and teacher interviews. Each school is additionally monitored during Impact Checks - 45 days progress monitoring meetings with the superintendent (review core content data, google classroom walks, attendance, peer observations, and other data). The Program Directors provides technical assistance via on-site meetings. The school principal and Program Directors are both required to verify all components of the SIP are met. All meetings per written procedures require sign in sheets, agendas, and minutes shared with stakeholders. Additionally, the school shares the SIP and a "State of the School" data update on the parent tab on the school website.</p> <p>Early and accurate identification of high risk school progress is crucial to developing effective academic programs and increasing graduation rates / decreasing dropout rates. The district leadership monthly meetings to analyze varied factors help the district identify high risk indicators. Twice a year, the district will participate in District Leadership planning to thoroughly analyze data. This analysis determines weaknesses. Sign in sheets, agendas, and minutes are maintained. Weekly emails and face to face informal meetings provide technical assistance.</p> <p>A cycle of continuous planning occurs at the district level and in turn each school is also required to implement an action cycle of improvement based on the data. All district administrators and Instructional Coaches participate in GDOE trainings, webinars, and conferences to stay abreast of requirements and components that would benefit the schools. Parent input is gained during the process and also disseminated at parent meetings, on the district website, school newsletters, and via parent portal online assess.</p> <p>Using continuous Improvement for the whole child is our means of placing evidenced based practices in place and measuring the impact. This approach allows each school administrator team and staff to be confidence practitioners with effective and relevant strategies for student growth.</p> <p>Johnson County Schools directs funds based on the prioritized needs of the SWP/SIPs (School Wide Plan / School Improvement Plan) and DIP (District Improvement Plan/ Strategic Plan) which are aligned with the CLIP's identified needs. The funds will support economically disadvantaged students as we develop the whole child. Primary needs are in instructional practices to provide evidence based intervention and professional development strategies. This process ensures that expenditures not specified in these plans are not allowable and are in fact based on job embedded, professionally aligned, needs assessment, professional goals.</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>No</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"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <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>All teachers, except Special Education, Gifted Education, and ESOL Program. Johnson County Schools does not waive certification for a Special Education teachers based on content field and grade level band for the purposes of issuing grades.</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>In the extreme situation where certification is waived, as evident by documentation in the challenge of the lack of qualified applicants, the minimum professional qualifications requirements for employment will include a Clearance Certificate and Bachelor's degree in a related field or a Bachelor's degree with three years of verified related work experience.</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>designated as CSI or TSI). However, to ensure support of future identified schools, Johnson County Schools continues to direct federal funds based on the prioritized needs of At Risk / High Risk Schools. Funding is aligned with the SWP/SIPs (School Wide Plan / School Improvement Plan) and DIP (District Improvement Plan/ Strategic Plan) which are aligned with the CLIP's identified needs. The funds support economically disadvantaged students as we develop the whole child. Primary needs would focus on instructional practices to provide evidence-based interventions and professional development. This process ensures that expenditures not specified in these plans are not allowable.</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>Johnson County School District focuses on students being college and / or career ready. One major tool is the use of its Career, Technical, and Agricultural Education program. Students in CTAE classes have an opportunity to complete a pathway in their chosen area of interest. Courses are in place that have rigorous core elements, performance standards and skills necessary to prepare students to go directly into the workforce after high school, advance their educational training with college/technical school placement or military services. The district offers career pathways that are state approved and career enhancement programs. The CTAE program links academics with career knowledge, experience and opportunities. Work base opportunities are also provided through individual job placements, job shadowing and youth apprentice placement. The work base program serves 11th and 12th grade students who are at least 16 years old. These placements are directly related to a student's chosen pathway. Via the student advisement program, the goal is to prepare students to enter the world of work at any level, whether it is at entry level job placement or extending educational training through post-secondary school placement. Parents, students, teachers and counselors all work together to build every student a personal plan and support their chosen pathway. By preparing students through rigorous application of curriculum, leadership development, and community/business partnerships through work based placement etc., our system strives to equip students with the skills they need in order to thrive in today's workforce.</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>Johnson County School district supports and promotes strategies in each classroom that will maintain discipline while keeping students in the learning environment as we work for continuous improvement that supports the whole child. District wide, Positive Behavioral Intervention and Supports (PBIS) is in it's fourth year of implementation. The efforts are led by the PBIS Coordinator district level and each school's principal has a Teacher Leader PBIS Coordinator. This process is supported with professional learning and has a ongoing progress monitoring component. The approach has been revamped and aligned with the state model. The intent to to move with fidelity district wide.</p> <p>The goal of the PBIS strategies is to prevent disruptive behaviors without taking away from quality learning time. Strategies target as active engagement in a standards based classroom and rigorous learning supported with student exploration, differentiation based on assessment, and technological resources used in each classroom to prevent disruptive behaviors. When infractions occur, teachers handle all level one incidents without the assistance of administration and without removing students from the learning environment. When students choose to continue disruptive behaviors (Level two), administration handle each case swiftly and appropriately as to minimize the amount of lost instructional time and to reinforce the actions of the teacher.</p> <p>The district supports each school's PBIS team as they create new ways to maintain an effective learning environment across all levels of tiered rigor. Data is used by each PBIS team to target "high risk" areas. With the support of the district, each school's PBIS team (backed by district PBIS team) develops support strategies and interventions to reduce the occurrence of disruptive behaviors. Each school's PBIS program works closely with the MTSS process to intervene on an individual student basis as deemed necessary by their behaviors. A combination of offsite professional learning, consistent data reviews, Parent building capacity sessions, monthly BOE presentation, ongoing GDOE and RESA collaborations support to change in culture.</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>Johnson County School District uses a transition plan to support students and families prepare for new expectations at new grade spans. The Title I Director and Parent Liaison provide technical assistance to school principals and counselors help implement the transition process. For the elementary to middle school transition, middle school to high school transition, and high school to postsecondary education transition, county wide efforts encourage awareness for students and parents. The elementary school to middle school transition features "5th to 6th" Parent meeting night where the GDOE "toolkit" materials provide a foundation. It is followed the next day with a "Rising 6th Graders" school visit as the current middle school 6th graders become ambassadors. The middle school to high school process features a wealth of meetings specifically for upcoming 9th grade students and their parents. The high school advisement process begins as at this stage to be sure rising freshmen understand their pathways to postsecondary options. During the high school tenure, students are giving access to the Career, Technical, and Agricultural Education program. Students in CTAE classes, based on student interests and skills, have an opportunity to complete a pathway and prepare students to go directly into the workforce after high school, advance their educational training with college/technical school placement or military services. Work base opportunities are also provided through individual job placements, job shadowing and youth apprentice placement. The work base program serves 11th and 12th grade students who are at least 16 years old. Finally, the high school administrators and school counselor follow up with the advisement program to be sure students understand options which include dual enrollment. Dual enrollment allows eligible students to take college level coursework for credit towards both high school and college graduation requirements.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Johnson County School District uses a transition plan to support students and families prepare for new expectations at new grade spans. Focused on the early childhood program, the elementary principal serves as the district Pre K coordinator. This position provides GDOE alignment for Johnson County Schools to ensure Kindergarten readiness. The Headstart to Pre K transition process is well developed. The district aligns with GDOE to be sure the program is monitored, in compliance, and extends varied opportunities for students and parents to make transition. The district collaborates with</p>
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Preschool Transition Plans

	<p>community based groups for quarterly meetings, participates in the local Headstart program functions, conducts parent workshops, a transition visit for students, hosts Pre K Registration night (with district language translation available), and provides additionally tools to build parent capacity. Additionally, the district's Special Education Director coordinates the Babies Can't Wait program. BCW provides early intervention services for at-risk children who have significant developmental delays or other diagnosed medical conditions. The school district provides a therapist to provide support for both programs. The district participates in parent meetings and community collaboration meetings with representatives from the agencies. All meetings are documented as the district monitors the family and parent engagement activities.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Not applicable for Johnson County Schools.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The system of continuous improvement drives Johnson County's use of Title I funds. Title I funds in a School wide Program (SWP) are expected to demonstrate supporting use of funds to expand the school district's intent. Title I funds in a Targeted Assistance (TA) Program may only be used to for those identified targeted students. All Johnson County Schools are currently SWP. The federal program directors will provide technical assistance to principals and others in annually in appropriate procedures to support the budget process. Johnson County Schools directs Title I funds based on the SWP/SIP. Each SWP/SIP is aligned with the frameworks of the continuous improvement process. The funds will support economically disadvantaged students as we develop the whole child. Primary needs are in instructional practices to provide evidence based intervention and professional learning. Johnson County does not have any Neglected and Delinquent children, N & D programs or facilities / schools. However, if a new N & D facility opened within our geographic boundaries, then the students would be served. Consultation would occur between the Title I Director and the N & D program</p>
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Title I, Part A – Instructional Programs

	or school
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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>Johnson County Schools will support migrant students to assure equal access to a public education and implement measures to close the gaps that may result in migrant families. Special attention will be given to ensure the identification and requirement of migrant children will not be stigmatize or segregate them on the basis of their status. Johnson County Schools is a member of the consortium and is supported by the Abraham Baldwin regional office (ABAC). The school district uses the Occupational Survey Form to screen for migrant families and students. It is included as part of the initial registration and for students as they return to school each the school year. The school district obtains assistance from the appropriate Migrant Education Agency to obtain training on the rights of immigrants and migrants and support in reading non-English birth certificates. Based on the school registration, the migrant agency is contacted in writing for support and supplemental help for the families. The district is sure to move in a timely manner to support proper SIS coding and the transfer of school records to support migrant families and when feasible use the Migrant Student Information Exchange (MSIX) to link with other states via the national record databases. With the support of ABAC, all student records are used to ensure migrant students have appropriate enrollment, grade or course placement, and accrual of credits.</p>
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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</p>	<p>Johnson County Schools is a member of the consortium and is supported by the Abraham Baldwin regional office (ABAC). The district will support migrant students to assure equal access to a public education and implement measures to close the gaps that may result in migrant families. Migrant students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs.</p> <p>With the support of ABAC, all migrant students' academic progress is monitored. In adequate, progress is met with supplemental resources including after school and/ or summer school support. The consortium not only provides supplemental home visits, but provides technical assistance, professional learning, and LEA technical assistnace with on-site visits and</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>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>monitoring.</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: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>Johnson County School System acknowledges that graduation success for students with disabilities is a PRE-K- 12 initiative. Student progress monitoring is key at each level and establishing partnerships among home, school, and community is a priority for those involved in teaching and programming for special learners. Post-secondary transition activities that connect students to a network of support systems is another key element to affective/successful post-secondary transition outcomes. Our school system has focused on key elements that will impact IDEA Goal one: Improving graduation rate outcomes for students with disabilities. First, in order to establish the partnership between families, agencies, post-secondary institutions and students, Johnson County has acquired a parent mentor within our district to effectively initiate, maintain and support these partnerships. This staff works closely with students, parents, case managers, teachers, and district personnel in linking them with a network of vital transition services and supports. The Special Education Director monitors the parent mentor by completing weekly check and reviews. This review includes monitoring of the junior and senior student spreadsheet and notebook. Underclassman at risk of dropping out of school are also included in this process. Parent contacts, Vocational Rehabilitation (contacts, parent meetings and application process) are monitored by the Director with the support of parent mentor. Job Readiness Training along with job placements are a part of the weekly review. Additionally, completion of Transition Assessments, High School High Tech tours, Tours for students with cognitive challenges and conference opportunities are monitored as well. Case Managers not only review each learner's progress throughout the year, but examines a more landscape view of needs. Specifically, at the high school level as part of the SSIP framework, additional general education advisement has been added for identified students as well as academic and behavior tracking toward IEP goals by the case managers. The Special Education Director monitors the progress report notebooks, which each case manager is responsible for bringing to IEP meetings. Notebooks include progress report print out, data on benchmarks and assessments, as well as work samples. The Special Education Director monitors these formally two times per year and informally during each IEP meeting. Johnson County has worked to reduce resource class sizes and provide specialized instruction for our students. Our special education team has implemented a yearly meeting, at which time we lay out each student's needs and services. The team creates a spreadsheet and creates student's schedules from this data. This is completed each spring. Supports for improved transition planning and post-secondary success have resulted in additional services from Vocational Rehabilitation and High School High Tech. These partnerships will increase post-secondary academic and training</p>
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IDEA Performance Goals:

	<p>placements. Students with disabilities participate in formal and informal transition assessments. Case Managers along with the school system's Special Education Facilitator complete the Transition Assessments yearly. Results from these assessments along with student and parental input are reviewed with student, parent and case manager during the annual review. These results are presented during the students IEP meeting. Students participate actively in his/her IEP meeting at which time, they present transition assessment results and post-secondary goals. Students in the 11th and 12th grade will have an opportunity to participate in job/career readiness skills training provided by a Vocational Rehabilitation Coach and case manager. Activities are monitored through monthly collaboration between the Special Ed. Director, VR Coach and Case Manager. Case Managers review transition plan goals every 9 weeks and progress monitor these as well as provide progress information with parents every 9 weeks. Professional learning is provided by the Special Education Director on Transition and Transition Assessments during designated monthly district special education team meetings. One on one support is also provided prior to each student's annual review by the Special Education Director regarding Transition Plan Assessments and Transition Plan writing. Transition plans are evaluated and monitored by the Special Education Director yearly. Peer review along with built in compliance checks (goiep) are completed yearly as well. Vocational Rehabilitation Counselor and Job Coach meet two times per year with the Special Education Director and case managers (high school) to plan yearly activities based on student's transition plans. These activities are monitored each month by the Special Education Director and Facilitator. All students in high school are provided an opportunity to be engaged with Vocational Rehabilitation Activities by completing VR applications. Student's in the 11th and 12th grade that are post-secondary education bound are given an opportunity to participate in High School High Tech. High School High Tech Coordinator meets yearly with the Special Education Director to plan for yearly activities. Activities planned are monitored by the Special Education Director. Post-Secondary Prep activities are aligned with student's IEP goals. Activities may include career interviews, job shadowing, career portfolios, job prep for success, building resumes, job applications, mock interviews and soft skills. Case managers are responsible for these activities and will work with the VR counselor, VR job coach, and High School High Tech District coordinator. All SWD participate in an onsite yearly Career Fair along with their general education peers. During the Summer Summit for Johnson County Schools, a calendar is created with the yearly monthly meetings outlined. Special Education lead teachers meet with the Special Education Director and create a plan for professional learning needed during the upcoming school year. Professional learning is delivered during the monthly team meetings. This is delivered by the special education director or through re-delivery presented by designated staff (sped. Team or school team that has participated in offsite training and is redelivering to entire sped. Team). Redelivery is required for each special education team member that participates in offsite training. Additionally, GA DOE and RESA provide training in improving graduation rate and transition activities that designated staff or the director redelivers to</p>
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IDEA Performance Goals:

	<p>our team. The Special Education Director, parent mentor and lead teacher review students transition plans and provide support for case managers in setting up their network teams. This review/monitoring takes place monthly and bi-weekly if deemed necessary. Students are placed in job readiness training and appropriate job sites. We have increased job readiness training from 0 to 7. Students are placed at Easter Seals where they participate in 9 hours of training per week. 2 hours are in the classroom on site at Easter Seals and 7 are on the floor at Easter Seals, learning a skill. Students participate in this paid job training with the support from Vocational Rehabilitation. The Sped. Director monitors their progress weekly with the case manager and Easter Seals Job coordinator. We have increased the community job placement from 0 to 1. Johnson County Special Education team has a goal of increasing this participation next year. We have 14 students actively engaged in High School High Tech. Students completed tours monthly and bi-monthly this year. Students participated in the I Can Conference sponsored by the Heart of Georgia Transition Alliance as well. We have two students that competed in the High School High Tech Laptop Essay Competition. Each of these students won the state competition and were awarded with a computer/software program. Johnson County students were represented at the award banquet held at the local Country Club. Additionally, one of our Johnson County students was selected as a student guest speaker. We have increased our student's acknowledgement of ownership (self-advocacy) in their future with the exposure provided this year in activities and new partnerships.</p> <p>Our students with cognitive disabilities have participated in a tour of the CHOICE program at East Georgia College. Parents attended as well. This provided an opportunity for students, parents and teachers to view a great opportunity these students have in attending college and post-secondary choices. We have created onsite training at our school for students with cognitive disabilities as well. Students in this program are trained in the cafeteria and in the classroom on skills such as custodial, cleaning and sorting objects/packaging. This enables students to be prepared for the next step of Easter Seals Training or community placement. Additionally, soft skills are addressed in this classroom. This has greatly affected the success of student's placement. The Special Education Director, teacher, and case manager review progress monthly. As a certified Transition Specialist, the Special Education Director provides transition support and training to the team during monthly special education meetings. Additional support is provided by the VR job coach 4-5 times per year (face to face) and as needed. Vocational Rehabilitation Counselor and Director are on site two times per year to meet with students and their parents. The Special Education Director along with the parent mentor arrange for this meeting to take place in conjunction with the High School pre-scheduled meetings. This allows parents an opportunity to create a plan of action in the activities which will assist their student in a successful transition from high school to post-secondary opportunities. During the monthly special education team meetings, the Special Education Director provides professional learning in transition assessment, writing transition plans and goals, connecting with transition resources and</p>
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IDEA Performance Goals:

	<p>knowledge of transition services/agencies. Also, during these monthly meetings case managers complete peer reviews of their transition plans and IEPs. The Special Education Director monitors IEP goals/plans monthly through goiep. The Special Education Director implemented the work-base program for students with cognitive disabilities this year. Johnson County Director of Special Education and parent mentor are active members of the Heart of Ga. Transition Alliance. The Alliance meets bi-monthly. The Special Education Director and Parent Mentor attend these meetings and re-deliver information to parents through phone contacts and IEP meetings. Re-delivery is provided to case managers during special education team monthly meetings. Serving on the Heart of Ga. Transition Alliance Team allows our students to be a part of the many transition activities. This has included the "I Can Conference" with guest speakers: The Seven Little Johnstons". Students also took part in breakout sessions that provided information on: connecting to a post-secondary college/technical school, social media, job interviews, advocating for your needs, and finance. Parents were provided an opportunity through the transition alliance to take part in a night forum which covered waivers and networking with support systems. Johnson County participates in a yearly GALA sponsored by the Heart of Georgia RESA. The Special Education Director is a member of the Heart of Georgia RESA and serves on the HGTA team which sponsors this activity and those offered throughout the year. The GALA is an opportunity for students to be recognized for their job success and display their talents. All of these activities listed in this section promote student engagement and commitment to completing high school and transitioning to a post-secondary school or job placement.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings</p>	<p>By attention to increased Child Find partnerships with the community and families in our district, Johnson County School System is actively providing strong transitions and identification of children within the 3-5 age population. The system reaches this population of children within the community home environment, daycare, local Head Start program and Babies Can't Wait. Johnson County provides ongoing coaching regarding developmentally appropriate instructional practices and behavioral supports for preschool children. Pre-K teachers participate in Professional Development that are planned by the District and placed on the District Calendar. Staff and teachers coach families through the path to agency and school-based resources. Collaborative planning and professional learning ensure high quality teaching and learning across preschool educational settings in our community as well as district programs. Each fall the Babies Can't Wait Coordinator sends the district Special Education Director a yearly spreadsheet that list children in our area that will turn 3 during the year. This spreadsheet is updated by the BCW Coordinator as new students move into the area or are identified. The Special Education Director generates a timetable with these student's names, birth date and transition meeting date, by month. The Sped. Director monitors this timetable to assure the district meets compliance requirements. The BCW</p>
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IDEA Performance Goals:

	<p>Coordinator contacts the Special Education Director and sets up a meeting date and time with the family. The pre-k teacher is included in this transition meeting as well. The BCW facilitator joins the transition meeting and provides support in successful transition from BCW to services beyond age 3. The Special Education Director collaborates with the Head Start Team along with community members during our annual fall meeting at Head Start. The director provides training at this time for all in attendance. Additionally, the Head Start Director and special Education Director meet every 3 months for additional support. The Special Education Director provides support and professional learning to families and local daycare as well. This is completed through onsite visits twice a year with local daycare and twice a year presentations at the elementary school parent night. Our special education pre-k teacher collaborates with the general education pre-k teachers each month.</p> <p>She is also trained in Bright from the Start. Bright from the start training takes place off campus. Professional Learning and support is also provided by the lead pre-k teacher monthly. The Bright from the Start training is required annually. Johnson County School System offers a Summer Transition Program. This program is a 6-week long program that takes place during the summer. The curriculum is aligned with pre-k and kindergarten requirements. This is for the struggling population of students and allows support for up to 16 students each summer. Data is pulled from pre-k and head start in order to determine those that will be eligible to attend. There is a parent component as well. Training is presented each year to parents in order for them to understand the expectations for students and strategies they can utilize at home. The special education director collaborates with the system pre-school coordinator each spring to review placement for this program. Data is gathered through work sampling online (Bright from the Start). Teachers input this information over different areas of instruction for pre-k. The special education pre-k teacher, general education pre-k teacher, Pre-K Director and the Special Education Director will collaborate each spring on data that has been pulled from the teacher and Bright from the Start. This data has a print summary of each student in report form. This is a language inventory score report that ranks students. A social area is addressed as well. The team determines a focus each year. Within the Special Education Pre-K classroom students are engaged in music lessons, art lessons and social engagement activities. Students attend the special education pre-k program based on their IEP service times. Johnson County is currently implementing a universal screener for all pre-k, and head start students. This will take place each year. The Speech Therapist will offer strategies for the teacher to utilize. The Special Education Director and RTI/MTSS district coordinator monitor the implementation of this and the results. The Speech Therapist and RTI/MTSS Coordinator will deliver professional learning to the general education teachers and special education pre-k teacher each fall. The therapist will complete screenings each year on students from Head Start, BCW and the community who are seen as at risk for speech and language difficulties. In addition, Johnson County School Special Education Director collaborates each month with the GLRS. GLRS provides technical assistance each month.</p>
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IDEA Performance Goals:

	<p>Services are also provided for the 3-5 population in the areas of Occupational Therapy and Physical Therapy. The Special Education Director collaborates with these therapist, Head Start, BCW, local daycare facilities and parents on identifying student's needs within the area of occupational and physical needs twice a year, and as needed throughout the year. Professional Learning is outlined each summer during the Johnson County School District Summit for all staff. During this Summit, the team locks in monthly dates for the Special Education Team to meet. The director provides technical assistance during the scheduled monthly team meetings. Currently, professional training is on the upcoming school calendar for universal screeners and identifying what is developmentally appropriate for the 3-5 population in the area of speech. Child Find support is advertised to the public through our local newspaper, school web page and school digital sign. Additionally, we present at school level parent nights and place Johnson County Child Find brochures at local agencies and daycare sites. The Director of Special Education does a presentation during the fall of each year at the Head Start Collaborative meeting, the Johnson County Community Collaborative meeting and the Rotary Club Meeting. The Special Education Director monitors staff and determines staff that require additional support through monthly classroom observations, monthly collaborative meetings and district level meetings, which include administration and pre-k coordinator. The Special Education Director has implemented a Preschool Entrance Data form and Preschool Exit Data Form for our students with exceptionalities population. The use of this form will ensure student outcomes are monitored and assist with reporting data in a meaningful and timely manner. Professional learning will be provided in the use of this form and data/assessment required during monthly sped. team meetings. This is delivered by the Special Education Director.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared</p>	<p>Our District provides a focus on system and departmental professional learning and increased time with building level lead teachers, supporting teachers, staff, and therapists in planning and programs with a concentration on FAPE, least restrictive environment, progress monitoring of student progress and student involvement in all school activities. Our system has recently hired a system level RTI/MTSS Coordinator in charge of revamping our RTI/MTSS program and procedures. Our district has been provided confirmation to engage in the state MTSS cohort program for the 2019-2020 school year. In addition, we have hired two school level RTI/MTSS Coordinators. This will ensure the fidelity of supports, interventions and identification of those at risk. Case Managers, General Education Teachers and administration have been provided technical assistance in providing the best support for students in their least restrictive environment. Johnson</p>
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IDEA Performance Goals:

<p>with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>County School special education teachers have been trained in specially designed instruction. We have increased our teacher support in the general education classroom. Co-Teaching training has been provided for the district. This professional learning included general education teachers, special education teachers and administration. The training included a post walk-through visit from the trainer. The trainer provided support for administration by completing walkthroughs in each co-teaching class. Results from these walkthrough visits were provided to each co-teaching team. Additional support was provided by the special education director. Our district is committed to assuring student's participation in their Least Restrictive Environment. We addressed this initially, by providing training in the fall for teachers on levels of support and service options that assure students are in the least restrictive environment. Training is provided yearly by the special education director. Additionally, Johnson County School System has a parent mentor that leads ASPIRE training for students, teachers and parents. The parent mentor along with the Special Education Director provided students, teachers and parents with training on what the state requires regarding FAPE, their rights, advocating, and networking with resources. This support is provided through individual meetings with students, parents and group meetings during parent nights (twice a year). The Special Education Director requires case managers to provide each general education teacher and required support staff with a copy of the accommodations and modifications pages along with a thorough review of each of these supports. The director monitors this process by requiring each case manager to obtain a sign off/dated form for each student on their caseload. This provides evidence that staff have obtained accommodation/modification copies and have a clear understanding of each. Clear communication with parents regarding assessment and service model needs is provided so the IEP decision-making process reflects an informed team decision regarding the mandated continuum of services for each identified student. Improved policy, practices and procedures training regarding team decision making for eligibility is provided yearly by the Special Education Director. Johnson County School System will continue to provide a focused effort to increase data collection to use when making IEP decisions. Professional Learning is provided yearly by the Special Education director on compiling quality data and its usage. In addition, school level professional learning regarding data collection is provided by the principal yearly. Lead teachers also deliver yearly professional learning on data required for IEP meetings. Data usage and collection is monitored by the Special Education Director during annual review meetings. Each case manager is required to maintain a progress notebook which includes each students progress reports from goiep, assessment data and work samples. The Special Education Director monitors this notebook twice a year and peer review is conducted during 2 of the monthly special education team meetings. Case Managers complete an audit on each annual review and the Special Education Director finalizes each IEP. Areas found to need improvement are addressed during the team's prescheduled monthly Special Education Professional Learning meetings. Each fall the Special Education Directors provides each teacher with</p>
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IDEA Performance Goals:

	<p>professional learning in procedures, IEP implementation and services. A rubric is provided and reviewed for compliance of IEPs and services. The Special Education Director also provides support in FAPE requirements during the monthly team meetings. In addition, the director monitors IEPs through GOIEP each month. GOIEP allows the director to monitor progress on each student. Services are cross referenced with schedules to ensure services times are being met. Each Case Manager is required to cross reference their case load service pages and schedules during the fall and again in February. Case Managers are also required to turn in a class size report each fall and each February. This is monitored by the Special Education Director. Progress is monitored through goiep, monthly as well, by the director. Additionally, the Special Education Director monitors programs each month through classroom observations. A monitoring tool is used for this process and is reviewed with the teachers. Professional learning regarding FAPE is provided to administration during monthly District Level Meetings, as well as to staff during the fall district meeting.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>All teaching, leadership, therapists and counseling teams will be provided professional learning in 2021-2022 regarding special education legal procedural guidelines and mandates. The system-level policy and procedures manual has been revised and has been issued to each special education teacher and school. The Special Education Director reviewed the changes to the manual during the teams monthly professional learning. The manual has been provided to the team in hard copy format and is available on the district's web page. Each year the team will review the manual during the fall and designated sections throughout monthly pre-scheduled team meetings. The Special Education Director determines the needs, based on audits and reports. This manual will follow the Special Education General Supervision Training as presented to all directors from GADOE with ESSA embedded guidelines. Due process, placement decision, and compliance requirements will continue to be presented during professional learning monthly team meetings. Professional learning includes monitoring of IEPs. Training is conducted utilizing an IEP Rubric and checklist. This is provided by the Special Education Director each fall and throughout the year during monthly meetings. Training for 2021-2022 will focus on IEP compliance and implementation. The Rubric provided by GaDOE for compliant IEPs and Implementation will be utilized. Training will be provided along with peer review during the team's monthly meetings. During monthly Special Education Team meetings, the director will redeliver technical assistance that has been provided during the RESA collaborative meetings held each month with GLRS. Special Education Teachers are required to re-deliver all professional learning they attend in the area of special education within one week of obtaining the training. This is monitored by the Special Education Director through sign off for professional learning. Johnson County School System has transitioned to the state program for writing IEPs, GOIEP. This program will allow our system to run reports and check for compliance. Professional development will be planned for our</p>
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IDEA Performance Goals:

	<p>monthly meetings based on the results of these reports. GoIEP will assist the system in making sure we conduct timely and accurate IEP meetings. Case Managers review their dashboards and monitor compliance as well as the Special Education Director weekly. In order to correct non-compliant items, support is provided for each case manager on a monthly basis, by the Special Education Director and Lead Teacher. Non-Compliance areas that are found district wide are reviewed during monthly team meetings and policy and procedures for compliance are presented for review/discussion. The Special Education Director monitors timeline requirements through a spreadsheet that is maintained by her and the special education assistant. The spreadsheet sections related to evaluations are shared with the school psychologist as well. Through this collaboration, the team assures all timelines are being met. The Special Education director monitors additional timeline requirements through monthly spreadsheet review and delivers that information to the special education team during monthly team meetings.</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"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 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 	<p>(100% of FY23 Title IV-A is being transferred to Title I-A.) Not Applicable. Johnson County Schools Title IV, Part A - Student Support and Academic Enrichment funds are transferring to Title I, Part A - Improving the Academic Achievement of the Disadvantaged funds for the FY23 school year. The funds will be drawn down separately, but aligned to support the Title I Program. The transfer funds will serve students in compliance with the Title I Program components relevant to the program's purpose and implementation.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>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.</p>	<p>(100% of FY23 Title IV-A is being transferred to Title I-A.) Johnson County School Based on the Professional Development Calendar and Family and Community Engagement Calendar will have on and offsite faculty and staff capacity building as well as opportunity for stakeholder input.</p>
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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>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies <i>Yes, the district wide data either showed cause to move deeper with strategies and interventions or to maintain level of implementation. No actions showed cause, based on data, to be eliminated.</i></p>
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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><i>All activities are being maintained or moving to the next level of implementation based on the effectiveness. The district has previously made great strides with the Multi-Tiered Systems of Support (MTSS) and maintains strong implementation of Positive behavioral interventions and supports (PBIS). Based on the data, the district was able to previously eliminate the gap with Black males and discipline (OSS data). However, the data now reveals "Learning Loss" that is related to the social emotional learning (SEL) / well-being of students. Additionally, this year the concern for subgroup OSS data rose again as students, teachers, and administrators return to in person instruction. Teacher Leaders continue to grow in taking the helm of impacting change. As well, the admin is growing in allowing shared leadership. The evidence based practices focus on supporting whole child student achievement. Finally, parent leaders are increasing expectations and participation in informal monitoring as we review data collaboratively. Based on the data, the strategies will continue to build momentum as we focus on Data Driven instruction and "whole child" support.</i></p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies <i>Yes, the district wide data either showed cause to move deeper with strategies and interventions or to maintain level of implementation.</i></p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<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><i>STEM Equity data reflects a lack of cultural competency and formalized plan to address equity. While maintaining and increasing strong literacy practices, addressing STEM equity is doable with a dual approach./em</i></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	Johnson County has NO participating private schools.
Title II, Part A	Johnson County has NO participating private schools.
Title III, Part A	N/A Johnson County does NOT receive Title III, Part A funds.
Title IV, Part A	Johnson County has NO participating private schools.
Title IV, Part B	N/A Johnson County does NOT receive Title IV, Part B funds.
Title I, Part C	N/A Johnson County does NOT receive Title I, Part C funds.
IDEA 611 and 619	Johnson County has NO participating private schools.