



Comprehensive Needs Assessment 2022 - 2023 District Report



Wilcox County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dale Garnto
Multiple Program(s)	Federal Programs Director	Aleph Fore
Multiple Program(s)	Curriculum Director	Wade Burnette
Multiple Program(s)	School Leader (#1)	Chad Davis
Multiple Program(s)	School Leader (#2)	Gary Howell
Multiple Program(s)	Teacher Representative (#1)	Nicole Anderson
Multiple Program(s)	Teacher Representative (#2)	Taylor Addison
McKinney-Vento Homeless	Homeless Liaison	Aleph Fore
Neglected and Delinquent	N&D Coordinator	Aleph Fore
Rural	REAP Coordinator	Aleph Fore
Special Education	Special Education Director	Matthew Hall
Title I, Part A	Title I, Part A Director	Aleph Fore
Title I, Part A	Family Engagement Coordinator	Matthew Hall
Title I, Part A - Foster Care	Foster Care Point of Contact	Aleph Fore
Title II, Part A	Title II, Part A Coordinator	Aleph Fore
Title III	Title III Director	Aleph Fore
Title IV, Part A	Title IV, Part A Director	Aleph Fore
Title I, Part C	Migrant Coordinator	Aleph Fore

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Nathan Gibbs
Multiple Program(s)	Testing Director	Nathan Gibbs
Multiple Program(s)	Finance Director	Phillip Worley
Multiple Program(s)	Other Federal Programs Coordinators	NA
Multiple Program(s)	CTAE Coordinator	Nathan Gibbs
Multiple Program(s)	Student Support Personnel	Nathan Gibbs/Wade Burnette

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Gary Howell/Chad Davis
Multiple Program(s)	High School Counselor / Academic Counselor	Cody Greene
Multiple Program(s)	Early Childhood or Head Start Coordinator	Mary Reeves
Multiple Program(s)	Teacher Representatives	School Leadership Teams- Grade Level Chairs
Multiple Program(s)	ESOL Teacher	Amanda Hilliard
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	N/A
Multiple Program(s)	ESOL Coordinator	Aleph Fore
21st CCLC	21st CCLC Program Director	Ginny Clack
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Tim Conner, Jay Dailey, Clint Bloodsworth
Migrant	Preschool Teacher	Angela Lindsey
Special Education	Student Success Coach (SSIP)	Matthew Hall
Title II, Part A	Human Resources Director	Wade Burnette
Title II, Part A	Principal Supervisors	Dale Garnto
Title II, Part A	Professional Learning Coordinators	Nathan Gibbs/Wade Burnette
Title II, Part A	Bilingual Parent Liaisons	N/A
Title II, Part A	Professional Organizations	Wilcox County Retired Teachers Association
Title II, Part A	Civil Rights Organizations	N/A
Title II, Part A	Board of Education Members	Berry Collier, Morris Holloway, Denita Childs, Eddie McKie, William Dozier
Title II, Part A	Local Elected/Government Officials	Robert Rodgers/ Sheriff
Title II, Part A	The General Public	Family Connection, School Website
Title III	Refugee Support Service Staff	Wilcox County EMA/ Larry Brown
Title III	Community Adult ESOL Providers	Wilcox County DFACS
Title III	Representatives from Businesses Employing Non-English Speakers	Wilcox State Bank; Wilcox County DFACS
Title IV, Part A	Media Specialists/Librarians	Regina Lovett
Title IV, Part A	Technology Experts	Lynn Bloodworth/Chris Giddens
Title IV, Part A	Faith-Based Community Leaders	Wilcox County Ministerial Alliance/Little River Baptist Association/Wilcox Christian Learning Center

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Department Chairs, Grade Level officers, School Counselor, Graduation Coach, Media Specialist, School Nurse, School Mental Health Specialist
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Kelly Hanner, Dori Terry, Crystal Griffin, Niesi Ashe
Title I, Part A - Foster Care	Local DFCS Contacts	Regional office/Rebecca Powell
Title II, Part A	Principals	Chad Davis/Gary Howell
Title II, Part A	Teachers	Nicole Anderson, Necole Blackwell, Jeremy Nutt, Niesi Ashe, Susan Stubbs
Title II, Part A	Paraprofessionals	Bernita Howard, Friendly Miller, Crystal Griffin
Title II, Part A	Specialized Instructional Support Personnel	Aleph Fore, Program Director
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Nathan Gibbs, Vocational Rehab, Easter Seals, Wiregrass, HGRESA, EAST Central GLRS Technical School
Title I, Part A	Parents of English Learners	Parents of EL learners

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Connie Howell
Multiple Program(s)	Technical, College, or University Personnel	Wiregrass Technical School
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	NA

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	Phillip Worley, Lynn Dale
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Mary Reaves
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	Wayne McQuinty
Migrant	Family Connection Representatives	Amy Thompson
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	Cindy Keene
Migrant	ABAC MEP Consortium Staff	Maria Velasquez
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA
Special Education	Parents of a Student with Disabilities	Niesi Ashe: Lacie McWhorter
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	All stakeholders have a vested interest in the success of Wilcox County Schools. Being a small community the school is at the center of activity within our district. Local agencies and businesses as well as religious institutions play a vital role in the development of the 'whole child' in Wilcox County. Stakeholders working within the district have different roles and responsibilities that provide insights and perspectives that represent the different groups of stakeholders in the community.
---	---

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<p>The school level teams solicit input from all stakeholders through different ways such as surveys, team and school level meetings, district wide meetings, parent/stakeholder meetings, etc. The survey that was solicited to generate feedback from the community stakeholders and businesses on the FY22 CNA generated 102 responses. 92 of these were from parents and 10 were from community partners/stakeholders.</p> <p>In addition each school was surveyed and allowed to give input using the CNA school level standards surveys at each school. The district leadership team was also surveyed using the CNA district level standards survey. The responses to these surveys were as follows:</p> <p>WCES-48 WCMS-16</p>
--	--

	<p>WCHS-17</p> <p>The District Leadership Team was administered the District survey which 26 responses were recorded as a result.</p> <p>There were a total of 206 stakeholders that provided feedback on the comprehensive needs assessment for Wilcox County at the time of this documentation. This is a positive for a system our size and our rural proximity.</p>
--	---

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

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

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

Effective Leadership Data

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

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

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> • Teacher Observations and Walk Thru data • Focus Walks, peer observations, student observations • student's comments and interviews • self assessments/ success criteria • Informal Observations • School Climate surveys • Parent surveys/Needs Assessment • General observation of school atmosphere and climate • informal observations • Teacher surveys/Needs Assessment • Lesson plan review data • Lesson plans
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>-The perception data provides insight and information from a variety of sources that are based on observation and many times opinion</p> <p>-Data showed that teachers and parents felt like the school was safe and secure but expressed a desire to have more means of communication and better communication about school events and extracurricular activities as well as student performance.. The ONE CALL NOW feature is being utilized by about 93% of stakeholders surveyed. About 40% of responses stated that participation in school events such as parent meetings, conferences, activities occurred at times that were inconvenient to them. About 33% of respondents stated that nothing limited their participation. Data showed that only about 1/2 of parents utilize Power-School grade reports to follow up on student grades. Partnering with community and families to provide feedback to solve problems and issues throughout the district was an area that Wilcox County needed to grow in. Engaging families and creating a culture of trust is an area to focus. Providing parents with tools to help their child succeed ranked high on the list of needs.</p> <p>-Community and family engagement seemed to be a concern although the perception was that the district provided multiple opportunities for families to be involved and engaged. The concern surrounded the issue of parents not having the capacity to use the support strategies at home to enhance academic achievement. Although all aspects of family engagement, providing parents with tools to help with student achievement, as well as building capacity for shared decision making was a concern, areas in need of most improvement based on perception data was the need to connect families with agencies and resources in the community to meet the need of the students. Special education parents that have juniors and seniors express the appreciation for utilizing the work with the transition alliance but wanted to be more a part of</p>

	<p>this program and have more information for post secondary options.</p> <p>-The personal growth and development of students also seemed to be an area of concern with the need of mentoring programs being listed. The assessment showed that students were in need of more supportive structures which support the personal growth and development and a more supportive culture that support college and career readiness.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> ● Monthly Discipline and Conduct reports ● Collaborative Planning Minutes ● school wide reports ● Benchmark assessments, (BOY, MOY, EOY) ● Vertical alignment agenda and minutes ● Unit assessments ● Curriculum Guides ● Formative/Summative Assessment Data ● 5 step protocol ● student conferences and goal setting based on lexiles ● Leadership team meeting minutes ● ILT data ● USA Test Prep, Study Island data ● READ 180, STAR Math DATA,GRASP ● Rubrics ● Agenda for Literacy/math night for parents ● Goal setting ppt ● Lexile scores ● RTI DATA, RTI meetings monthly minutes ● student incentives, teacher incentives ● Newsletters, handbooks, open house, parent/teacher
<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>-Data shows that students continue to need more structures in place to empower them to set goals and take more ownership of their learning.</p> <p>-Data shows that students are beginning to overcome the impact of learning loss due to the Covid-19 pandemic.</p> <p>-Students should be provided better and more constructive feedback on their performance on the standards or learning targets.</p> <p>-Learning targets and success criteria are clear and aligned to curriculum standards enabling students to self monitor and evaluate learning.</p> <p>-Teachers express the need for more consistency in the evaluation process and more feedback on the process.</p> <p>-A process for utilizing evaluation results to identify professional learning needs that is directly related to</p> <p>-A process for monitoring and evaluating the impact of professional learning on professional practice and student performance is needed.</p> <p>-Grading practices are not always consistent and do not provide accurate indicators of student mastery and do not align with student performance on standardized assessments.</p> <p>-Family and community engagement activity provided but parents often times</p>

are not versed or not provided with tools to help or do not have the capacity to impact their child's learning. Parents expressed a need for teachers to equip them with aides to help children learning at home.

What achievement data did you use?

- Lexiles
- Milestones data
- Dibels benchmarks(BOY, MOY, EOY)
- Unit Assessments
- Formative/Summative Assessments
- ILT DATA
- 9 weeks and end of year grades
- USA Test Prep, Study Island
- Read 180
- STAR Math, Grasp screeners
- CCRPI

What does your achievement data tell you?

During the FY 22 Wilcox County remained in person learning all year although attendance rates fluctuated due to outbreaks of Covid. Teacher attendance and Student attendance was negatively affected. Scores on Milestones however showed increases from the FY21 school year as reflected below. The numbers below reflect the percentages of students scoring at Level III or higher on Milestones (FY22) as compared to previous year (FY21) The FY22 is highlighted and serves as a baseline year for our improvement efforts in Wilcox County. Comparison to FY 21 shows growth measure between year.

Subject	FY21	FY22					
3rd Reading		65.8					
4th Reading		58.9					
5th Reading	44.6	70.1					
3rd ELA	25.4	27.8					
4th ELA	20.5	31.5					
5th ELA	33	33.8					
3rd Math	42	55.7					
4th Math	27.4	43.8					
5th Math	30.1	41.6					
5th Science	44.6	48.7					
6th Reading		52.4					
7th Reading		64.3					
8th Reading		75.8					
6th ELA	40.2	27.6					

	7th ELA	38.9	29.8					
	8th ELA	44	46.5					
	6th Math	36.8	38.5					
	7th Math	44.2	41.7					
	8th Math	46.4	52.5					
	8th Science	42.2	51.5					
	8th Social St	33	45.5					
	American Lit reading Lexile1185		82					
	American Lit and Comp.	20	52.5					
	Biology	40	35.4					
	US Hist	32	41.8					
	Alg. 1	20.5	46.2					
<p>-Achievement data at WCMS shows an increase in overall performance on the GMAS due to the impact of the Covid-19 pandemic. Teachers worked diligently and did a great job providing remediation of standards and addressing learning loss. GAPS in learning were addressed as identified by formal assessments and benchmark data. The 21st CCLC provided remediation and one on one instruction after school. Students were identified using teacher referrals and also parent request. The program also worked in the summer for 3 weeks to remediate students.</p> <p>Universal screening data show improvements in Lexile scores. The above data shows that ELA across grade levels at WCES and WCMS is an area of focus. Although there are areas of growth there are areas that the data is flatlined in relation to other subjects. Therefore, there is a clear need to identify and utilize research-based and/or evidence-based instructional strategies to improve writing and literacy across the content.</p> <p>-Many students have increased the Lexile level at WCHS. The score of 82% above reflects the number that are reading above or at grade level in 11th grade Lit. This is 2nd in our RESA district second to the highest score of 84%. The improvement of literacy skills will contribute to improvement in all curriculum areas.</p>								

What demographic data did you use?

- SLDS
- CCRPI
- Attendance Data
- Student Data Profile
- GOSA Reports
- Special Education District Counts GaDOE
- FTE Counts GaDOE

What does the demographic data tell you?

-Data shows that our economic disadvantaged percentages are significantly higher than the state averages accompanied by significant higher numbers of direct certified students as compared to the state over the last 3 years.

-Special Education demographic data supported our disproportionality status by indicating our higher percentage of minority students in the intellectual disability category as compared to other categories. Wilcox County program enrollment shows it compares with the state in all programs. Students mobility rates have decreased and enrollment remains steady with a slight increase in trend. The factors contributing to significant disproportionate numbers in special ed. subgroups have been affected by lack of appropriate documentation of MTSS interventions and student supports. Resources are now utilized to provide personnel and material to directly work with students in need of intervention at all schools. Personnel assignment issues have been resolved in this area to better address the needs of students in need of interventions. CCEIS is being implemented at the Elementary School grades 2-5 to address disproportionality and address Tier 3 interventions in targeted students. The system has purchased and will continue to fund a Social

-Emotional learning program to address student behavior and interventions.

-Wilcox County is a rural community in South Georgia that is predominantly a farming community. Most families that live here remain here and do not leave the system. The low socio-economic status of families is generational. The lack of industry in the county contributes to not only the poverty of system but also a lower local tax base for funding in the school system.

-Student data has shown that white male drop-outs have a negative impact on the graduation rate of Wilcox County. Due to agriculture being the primary economic industry of the area many white males work in farming industry and area. Black students percentages have been decreasing overall but the dropout rate is lower than that of whites.

Below is a summary of the findings of the team as recorded by the comments in the Survey.

1. Decrease in overall black student populations
2. White Male drop out rates are highest
3. Disproportionate numbers of black male students being identified for sped. as compared to other groups in intellectual disability category
4. Significant higher percentages of economically disadvantaged students as compared to the state average.
5. Trend of increasing enrollment the past 3 years prior
6. Continued Support needed for ELA and Math for teachers and students based on student achievement data
7. Need for CSR teachers to address GAPS in student achievement of ethnic groups in area of Math and ELA.
8. Need for streamlined MTSS process with strong research based interventions at all levels and documented by teachers.
9. Professional learning for regular education and special education teachers needed in area of vertical alignment, IEP/transition plan development, data analysis, discipline, classroom management, lesson planning, classroom best practices strategies, RTI/MTSS Procedures, Co-teaching/inclusion models, WIDA standards and collaborative planning..
10. Need for continued multiple means of communication with parents.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strides have been made in planning for instruction and instructional delivery. Also it can be noted that teachers have made great strides in utilizing and implementing a protocol for collaborative planning. This has allowed for a more defined and purposeful meeting directed at improving instruction. Teachers will continue to work toward developing a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revise as needed. Administrators will continue to hold staff accountable for content delivery and provide feedback. Teachers will work toward helping students take more ownership of their learning by providing effective feedback to students on their performance on the standards or learning targets. Teachers will continue to work toward bridging the use of formative and summative assessment data from the classroom into the lesson planning process thus improving the quality of instructional delivery and also will aid teachers in being able to monitor individual students. Teachers at all three schools will work to establish a learning environment that empowers students to monitor their own progress and set academic goals and self monitor progress in reaching these goals. The district is showing improvements in the area of effective planning and data usage but all three schools are striving to grow in this area.. The Lesson Planning process and Collaborative Planning is viewed as very effective practice but data from sources continues to show that the plans need to continue to be rigorous. A focus of teachers has been on creating and implementing rigorous lessons this past year. Teachers express the need for more consistent and effective grading practices across curriculum areas and also across all three schools in order to provide an accurate indication of student progress on the required standards. Teachers express the need for more feedback to inform professional learning needs and want a system to review professional learning for effectiveness. Also teachers are working across all grade spans on vertical alignment of curriculum. This has occurred more frequently and consistently with all grade levels. Planning for use of common assessments as well as utilizing data to drive instruction is an area in which teachers are continuing to grow in order to increase student achievement. Teachers are working toward developing a district wide homework policy focused on homework expectations and procedures. This may vary by grade level. Each grade will develop a policy or procedure. Due to Learning Loss due to Covid-19 a focus on interventions and providing remedial opportunities for student is a priority. The MTSS team will be implementing effective intervention programs for students at all three</p>
--	---

Strengths and Challenges Based on Trends and Patterns

	Tiers levels.
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Professional learning needs of Administrators align closely with the needs of teachers. In a more data driven environment administrators are seeking ways to distribute and disaggregate data in an effective across all levels of the school system. Teachers and Administrators take part in professional learning directed at increasing student achievement but feedback shows that there is limited structure in place to measure the effectiveness or impact of the professional learning on student achievement. Leadership at the district level and the school level is committed to a system of continuous improvement. The district leadership team plays an integral part of keeping Wilcox County headed in a consistent positive direction as all schools are represented on this team. Maintaining focus on the goals and objectives of the school system both short term and long term will help leaders to identify student, leader, and teacher needs. Due to the rural size of the school system, district instructional staff is limited to the superintendent and three program directors. A system wide data protocol has been written which defines cycles for collecting data, analyzing the information, sharing results with staff, and making adjustments to instruction. Teachers modeled best practices for staff in order to develop a mental model change in content delivery. District staff also complete focus walks and observe instruction at least once a quarter. Data is shared with the district leadership team so adjustments can be made as needed. Leadership teams meet twice monthly to review reports on a consistent basis. All meetings held throughout the year with leaders, teachers, and parents address school improvement in some way. The five year strategic plan as well as school level plans are working documents that are updated based on careful review of effectiveness. Professional learning is job embedded and is led by instructional or academic coaches at all levels or grade spans. Coaches provide guidance for data analysis to inform professional learning needs. A next step is to develop a protocol to measure the effectiveness of professional learning and the effect on student achievement.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Wilcox County does not experience a lot of turnover with teachers from one year to the next. Many of the staff were born in Wilcox County and attended school here. Their children also attend school here as well. Teachers on staff many times retire here. However those teachers do work very hard to grow professionally and have expressed a need for more collaboration and professional learning and building leadership capacity through shared decision making and problem solving. Feedback also showed the need for a structure in place for both teachers and administrators to monitor and evaluate the impact of professional learning on staff practices and students learning. Teachers also are in need of multiple professional learning designs to support the various learning needs of the staff. Covid-19 has put professional learning opportunities many times on a virtual platform especially any GADOE</p>

Strengths and Challenges Based on Trends and Patterns

	<p>sponsored event or outside vendor opportunity. FY 22 saw an increase in more professional learning being face to face</p> <p>Continuing to analyze student achievement data and teacher observation data will help administrators to look at strengths and weaknesses of individual teachers to help them to determine appropriate PL to focus on for school improvement. Academic or instructional coaches at the elementary level have proven to be very effective in working with teachers modeling lessons and organizing and analyzing data. Instructional coaches in Math and ELA can specialize in assisting teachers with lesson planning and lesson development as well as analyzing data to inform instructional best practices. Class Size Reduction teachers are necessary and effective in addressing gaps in learning among subgroups at Wilcox County Elementary and Wilcox County Middle School</p>
--	--

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Wilcox County Schools values family and community engagement and recognizes its positive effect on student achievement and graduation. The system uses multiple ways and means of communication to families such as Social media, One Call Now, websites, letters in multiple languages, newspapers, etc. Also the system has utilized facebook live and set up virtual meetings with parents. The school system allows for parents and family to provide input in school improvement plans through direct meetings and also surveys. Opportunities are given for parents to attend feedback and informational sessions to express concerns and ask questions as it pertains to the education of the child. Participation in PK-5 activities are consistent while less participation takes place at secondary level. Open house activities and parent teacher conferences are well attended along with programs that showcase student work or accomplishments. In 2021-22 community events were provided across areas in the community as well as school sponsored feedback meetings and started back in person during the Spring of 2022. Multiple opportunities were given for attendance and the meetings were advertised in multiple ways and in multiple languages to include all demographics.</p> <p>Data and feedback shows evidence that parents continue to need help in the area of curriculum and being able to assist children at home with academic needs. Parents lack the ability to target student needs so feedback from school and teacher is important to assist parents in this effort. Also concern is being expressed that schools and teachers are not effectively communicating academic expectations and current student achievement status to families. Wilcox County Schools will continue to work to develop the capacity for families to use and understand support strategies at home that will enhance academic achievement as well as connect families with support agencies and resources in the community to meet the needs of students.</p>
---	--

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Although there are structures in place to support students at all levels there is an increasing need to have more programs and supportive structures at all schools. Individual teachers offer incentives to students but the school wide approach and systems need to be developed to encompass these incentives and supports. The Patriot Award program is valued by all stakeholders and has had positive results. Students at all 3 schools are recognized for academic achievement such as all A honor roll and Presidential Awards. Teachers and Administrators analyzing data contribute increased student learning times such as PASS and ILT to have a positive impact on student achievement. Individual teachers offer after school and before school assistance to students to help them with their learning needs. Administrators seek ways to offer positive supports to students and also support teachers in the academic environment. WCES will implement a version of the PBIS program at the school level with WCMS and WCHS implementing positive recognition programs for student's academic progress as well as reaching behavioral Teachers provide "Success Criteria" across all subjects and grade levels. This Success Criteria is provided so that students can set goals and track their own progress. Teachers embed Success Criteria in their lesson plans and discuss Success Criteria during grade level and departmental collaborative planning. The learning environment is one in which is academically challenging, however students need to be empowered and provided with strategies to actively monitor their own progress. Students will be provided feedback on their performance but students need direction on developing learning goals. This process has been in place for 3 years and each year administrators and teachers make improvements to the process. Providing success criteria for students to set goals and track their own progress is a strategy that teachers utilized with students across all grade levels. Teachers lesson plans embed this criteria. Job embedded professional learning that focuses on these strategies is tracked and documented with all three leadership teams at the schools. All schools are dedicated to providing a culture that supports the college and career readiness of students.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ol style="list-style-type: none"> 1. Decrease in overall black student populations 2. White male drop-out rates are high 3. Disproportionate number of black male students being identified for sped. as compared to other groups. 4. Significant higher percentages of economically disadvantaged students as compared to the state average. 5. Trend of enrollment decreasing the past two years due to pandemic issues. 6. Continued support needed for ELA and Math teachers and students based on student achievement data 7. Need for Class Size reduction teachers to address GAPS in student achievement of ethnic groups in area of math and ela. 8. A more streamlined MTSS process across all grade spans and effective intervention programs at all three tiered levels. 9. The amount of per pupil expenditures have exceeded the state avg. the last 3

Strengths and Challenges Based on Trends and Patterns

	years.
--	--------

Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	During the FY 22 Wilcox County remained in person learning all year although attendance rates fluctuated due to outbreaks of Covid. Teacher attendance and Student attendance was negatively affected. Scores on Milestones however showed increases from the FY21 school year as reflected below. The numbers below reflect the percentages of students scoring at Level III or higher on Milestones (FY22) as compared to previous year (FY21) The FY22 is highlighted and serves as a baseline year for our improvement efforts in Wilcox County. Comparison to FY 21 shows growth measure between year.						
	Subject	FY21	FY22				
	3rd Reading		65.8				
	4th Reading		58.9				
	5th Reading	44.6	70.1				
	3rd ELA	25.4	27.8				
	4th ELA	20.5	31.5				
	5th ELA	33	33.8				
	3rd Math	42	55.7				
	4th Math	27.4	43.8				
	5th Math	30.1	41.6				
	5th Science	44.6	48.7				
	6th Reading		52.4				
	7th Reading		64.3				
	8th Reading		75.8				
	6th ELA	40.2	27.6				
	7th ELA	38.9	29.8				
	8th ELA	44	46.5				
	6th Math	36.8	38.5				
	7th Math	44.2	41.7				
	8th Math	46.4	52.5				
	8th Science	42.2	51.5				
	8th Social St	33	45.5				
	American Lit reading Lexile1185		82				

Strengths and Challenges Based on Trends and Patterns

	American Lit and Comp.	20	52.5					
	Biology	40	35.4					
	US Hist	32	41.8					
	Alg. 1	20.5	46.2					
<p>-Achievement data at WCMS shows an increase in overall performance on the GMAS due to the impact of the Covid-19 pandemic. Teachers worked diligently and did a great job providing remediation of standards and addressing learning loss. GAPS in learning were addressed as identified by formal assessments and benchmark data. The 21st CCLC provided remediation and one on one instruction after school. Students were identified using teacher referrals and also parent request. The program also worked in the summer for 3 weeks to remediate students.</p> <p>Universal screening data show improvements in Lexile scores. The above data shows that ELA across grade levels at WCES and WCMS is an area of focus. Although there are areas of growth there are areas that the data is flatlined in relation to other subjects. Therefore, there is a clear need to identify and utilize research-based and/or evidence-based instructional strategies to improve writing and literacy across the content.</p> <p>-Many students have increased the Lexile level at WCHS. The score of 82% above reflects the number that are reading above or at grade level in 11th grade Lit. This is 2nd in our RESA district second to the highest score of 84%. The improvement of literacy skills will contribute to improvement in all curriculum areas.</p>								

IDEA - Special Education

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

Strengths	<p>Students with disabilities are assessed using curriculum based measures and progress towards achieving IEP goals and objectives are closely monitored. Students with disabilities participate in all assessments developed for a student in the general curriculum as part of the participation requirement of ESSA including teacher generated formative assessments. The special education director collaborates with Babies Can't Wait, Headstart, local pediatricians,</p>
-----------	---

IDEA - Special Education

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

	<p>mental health, and the health to provide for smooth and timely transition to IDEA transition services. Local agencies partner with school system to participate in Child Find activities to identify preschool aged children. The GO IEP program has been effective in maintaining timelines and streamlined the evaluation and eligibility process. Teachers have been successful in learning the program and continue to grow in the area of IEP development as training in the IEP process will be ongoing throughout FY23. This is based on findings from CFM this past year.</p> <p>Partnering with Vocational Rehab and Easter Seals has been effective in providing post secondary employment for our most severe students with special needs. Working with parents and the agency beginning in the students junior year is effective in preparing the student for transition after graduation.</p>
--	---

Challenges	<ul style="list-style-type: none"> • Wilcox County schools experiences significant disproportionality in the areas of black males being identified as intellectually disabled. • Students identified with intellectual disability many times have parents that are ID and have attended the special education program in Wilcox County • Wilcox County Schools is in need of support staff trained to properly serve and address academic needs of students especially special needs students. • Postsecondary opportunities for students are limited due to rural location and lack of availability of opportunities for students with special needs. • Maintaining a focus on effective transition plans for students with special needs.
-------------------	--

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Wilcox County School System provides support to all schools by providing assistance in the development of school improvement plans. Professional Learning and assistance with data utilization to inform instructional decisions is provided. Wilcox County Schools provides professional learning in areas of need based TKES/LKES results and school and system improvement plan goals. Wilcox County provides a Family Engagement worker and a full time Title I director. Wilcox County utilized funds to provide class size reduction teachers at WCES and WCMS to address achievement gaps across subgroups. Software programs are purchased to supplement classroom instruction and provide interventions at all tier levels. Parent engagement activities and</p>
------------------	--

Title I - Part A - Improving Academic Achievement of Disadvantaged

	resources are provided to families in order to help with the education of children at home. Other supplemental activities and materials are provided across all content areas for all students. Other Support staff such as instructional/academic coach are provided through Title I.
--	--

Challenges	<ul style="list-style-type: none"> -Continue to improve the system established of utilizing and analyzing data at all schools. Implement and utilize the data protocol that is established during the collaborative planning times for teachers other than just during the district leadership team meetings. -Develop a plan to measure the impact of Professional Learning on student achievement and the level of impact the Professional Learning has on improving instructional delivery and planning. -Utilize data from TKES/LKES to inform Professional Learning Needs. -Involve teachers and staff in prioritizing professional learning needs. (Data sources, surveys, LT meetings, monthly reports, student achievement data) -Streamline software programs to measure effectiveness as it relates to student achievement areas. -Identify and utilize effective programs for interventions at all Tier levels -Provide assistance to teachers at all levels in the form of instructional/academic coaches -Teachers report student apathy as an issue that is challenging. Addressing this requires a shift in culture. PL that equips teachers with effective instructional strategies is needed to help increase the awareness and identification of students who are homeless or who live in poverty
-------------------	---

Title I, Part A - Foster Care

Strengths	The Wilcox County Schools point of contact is made aware of all updates and provides technical assistance to school level personnel. She works with child welfare agencies to identify children and youth. The Foster Care Transportation Plan provides for coordination of Transportation across county and district lines. Transportation is provided and students have equal access to all education opportunities.
------------------	--

Challenges	Lack of Foster Care families in Wilcox County to serve children in need. Children living in Wilcox County would have to be housed in a neighboring county if the need arose for foster care.
-------------------	--

Title I, Part A - Parent and Family Engagement

Strengths	<p>-Wilcox County Schools have a full time parent engagement coordinator paid from Title I funds. He plans and coordinates monthly parent engagement activities at all 3 schools. He uses multiple means of communication such as One Call Now, student agendas, meetings, local newspapers, websites, social media, newsletters, and all written material in multiple languages. Our coordinator partners with Family Connection, DFCS, and Community Mental Health. The school system provides two full time school nurses and two counselors. One full time counselor at Wilcox Elem. School and Wilcox Middle/High share a counselor.</p> <p>-Activities and community activities take place in all areas of community to make it convenient for parents to attend.</p> <p>-Data is kept regarding each event as well as feedback from stakeholders to measure effectiveness and is used to adjust the follow up meeting. With final numbers reviewed each month by School level teams.</p>
-----------	---

Challenges	<p>Parent Engagement Activities occurs at all 3 schools monthly however attendance is inconsistent especially at the secondary level. Participation in Open House is often high. Wilcox County rural area lends itself a barrier to communication for low income families. Many parents lack the ability to help students at home and have a negative view of school due to past experiences. Parents with elementary school aged children attend but as children get older the participation decreases. Providing effective and creative events throughout the year is challenging. Results and effectiveness are not seen until after the events over. Challenges revolving around Covid-19 and virtual communication were met and dissemination of information was through electronic platforms, etc. This will be continuing post-pandemic as a means to communicate with parents.</p>
------------	--

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

Strengths	<p>Wilcox County is a member of Region 2 MEP consortium served from ABAC. The consortium is made aware of students classified as migrant students based on participant eligibility determined by the GaDOE/MEP. Wilcox County follows the GaDOE/MEP guidance based on federal regulations to determine MEP participant eligibility. Wilcox County has a process in place to coordinate academic and support services for Migratory enrolled and non-enrolled participants with MEP fiscal agent ABAC. Migrant students are eligible for all services provided by Wilcox County Schools and take part in PASS (afterschool program if needed). Wilcox County monitors the migrant</p>
-----------	--

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

	program in cooperation with GADOE. Each month a migrant participant report is received as well as information regarding any new migrant students. Grades and progress are monitored through the cooperation with the consortium. Teachers and administrators go above and beyond to help students that exhibit barriers in learning and provide them with tools to be successful. (laptops, ipads, software, tutoring, etc)
--	---

Challenges	<ul style="list-style-type: none"> -Rural area makes it difficult to track and identify all children. -Literacy skills many times are lacking in children because of language barrier and lack of continuity in education. -Many times health issues such as hearing, vision, etc. are difficult to address because of language barrier and lack of medical assistance. -Student mobility interferes in continuation of services and instruction and lends itself to time loss for instruction
-------------------	--

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

Strengths	No Neglected and Delinquent youth or Facilities in Wilcox County. Full time Parent Engagement person to help with transitions of children from institutions to school and work with families of these children. A support network of teachers and counselors exist at all three schools to support transitions.
------------------	---

Challenges	Rural areas does not allow choices for employment opportunity for post secondary.
-------------------	---

Title II, Part A - Supporting Effective Instruction

Title II, Part A - Supporting Effective Instruction

Strengths	<ul style="list-style-type: none"> -Funds teachers taking GACE to maintain or add certification for Professional Qualifications -Teacher recruitment is funded by attending colleges and university recruitment fairs. -Class size reduction teachers are funded and determined by data analysis and student achievement data to determine the need and where these teachers are placed. -Professional Learning- Funding utilized to pay for PL at all three schools for teachers to take part in PL in the area of differentiation, assessment, WIDA standards, curriculum mapping, discipline, scheduling, data analysis, formative instructional practices, <p>FUNDS will be transferred to Title I in 2022-23</p>
------------------	--

Challenges	<ul style="list-style-type: none"> -Reducing Title II funding forces Wilcox County to make adjustments to Professional Learning and prioritize these opportunities. -Other funding sources have to be utilized to pay for needed Professional Learning. Changes in Professional Qualifications increases numbers of teachers needing GACE test and certification. -Reduction of funds makes it difficult to fund CSR teachers to address gaps in student achievement. -Lack of flexibility in allowability makes it difficult to address needs. <p>FUNDS are being transferred to Title I in 2022-23</p>
-------------------	---

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>Wilcox County no longer takes part in the Title III Consortium and receives no Title III funding. However Wilcox County now has three ESOL endorsed teachers. One teacher is now endorsed at Wilcox County High School. Funds from School Improvement Grant 1003g provided in past years incentives for ESOL endorsement has been effective. Compliant procedures are in place for assessment and identification of ESOL students.</p> <p>All three schools in one building helps with scheduling teachers across all grade spans. Each school has one certified ESOL teacher at each school.</p>
------------------	--

Language Instruction for English Learners and Immigrant Students

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

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

Challenges	Wilcox County Schools still has an ESOL teacher at each school . WCMS has two ESOL endorsed teachers. Administrators and teachers are in need of proper training of ESOL delivery and WIDA implementation in the classroom. Scheduling teachers into the classrooms so that they can be served is an issue. Analyzing the EOG data shows that English content mastery needs improvement however this area has improved over the last two years. Math scores were much better but by utilizing interventions for EL and all students a focus on content area weaknesses will address student individual deficits. Wilcox County has a limited number of EL teachers at each school and students are supported using these teachers in the classroom. Incentives for teachers to return to school to obtain EL certification has been effective in teaches earning these endorsements.
------------	--

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

Strengths	Training is provided for all staff on identification and definition of Homeless children under the Mckinney-Vento Act. The Homeless Liason provides Technical Assistance to school level personnel and staff. Wilcox County has no homeless youth identified at this time. The small rural location and close community ties with church and service organizations lends itself to providing families with adequate shelter and clothing and food.
-----------	--

Challenges	Wilcox County has issues with identification of homeless students in some cases due to generational poverty and issue of multiple families living under one roof. Many times this is often overlooked from the standpoint of the family, etc. Once these needs are identified following up on the issue takes place. Many times families access to service providers is a barrier therefore the service providers being able to communicate needs to the school is an issue because of lack of information of issues.
------------	---

Title I, Part A - Equitable Access to Effective Educators

Strengths	<p>Wilcox County School System has a policy to insure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status. Class sizes for all programs are determined by the number of students enrolled in each class and the waiver for maximum class size. Students are equally divided among teachers in each program. TKES is implemented with fidelity to address the effectiveness of teachers. Professional learning opportunities are provided based on the individual and school needs. Wilcox County Schools seeks to hire certified in-field teachers. However, when that is not possible, professional learning is provided to prepare these teachers to become certified in their teaching position. Inexperienced teachers and administrators are provided with an induction program and job-embedded professional learning. Mentoring support is provided to ensure equitable access to an excellent education for all students. Incentives are offered for teachers returning to add on certification via the GACE or coursework or advanced degrees. Teachers that work here many times attended school here and have a loyalty to the system. Wilcox County is utilizing the intern program that teacher prep programs use to place prospective teachers as paraprofessionals or full time teachers there senior year in college to help combat the teacher shortage.</p>
------------------	---

Challenges	<ul style="list-style-type: none"> -Lack of certified teacher candidates in critical areas such as Math, Science, Foreign Languages, and Special Education. -Issues with PQ and IN Field reporting through CPI. Needed guidance on addressing issues. -Rural area does not attract teachers
-------------------	--

Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>Wilcox County distributes funds through Title IV Part A to all three schools based on need. Wilcox County has determined that needs arise in area of student safety especially in active shooter situations and hostage situations. This is a concern at all three school levels. Projections show consistency in Title IV funding this year which will allow funding for more academic/software programs and services to promote learning. Data shows that parents are concerned with school safety and funds will be used to pay a resource officer as part of safe and healthy schools requirement. Speakers and programs for the 21st century after school program in area of science has been utilized in the area of Well-Rounded Education. Funds are utilized to pay for technology staff to attend training to come back and redeliver to teachers in the area of Effective use of technology. For the 2022-23 school year a portion of Title IV funds will be transferred to Title I.</p>
------------------	---

Title IV, Part A - Student Support and Academic Enrichment

Challenges	<ul style="list-style-type: none"> -Maintaining funds for school resource officer that has been beneficial to climate of school -Parameters to adhere to concerning the breakdown of spending of funds and allowability -15%CAPon technology infrastructure <p>For the 2022-23 school year a portion of Title IV funds will be transferred to Title I.</p>
------------	--

Title V, Part B - Rural Education

Strengths	<p>Funds from the Rural Education are utilized to serve students at all three levels. Software programs that provide intervention and supports are secured through the funding and used for benchmarks and progress monitoring students throughout the school year. The data from these programs aid teachers in planning for instruction and also allows administration to track student progress.</p>
-----------	---

Challenges	<ul style="list-style-type: none"> -Measuring the effectiveness of programs utilized and prioritizing which programs are best suited or students. -Continuing to implement the programs with Fidelity across all levels to get accurate results. -Limited funding to utilize for students due to increase in pricing of effective programs.
------------	--

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Increase student achievement
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Empowering Families in the system to support student success
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need	Establish consistency in measuring impact of professional learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
----------------	---

Additional Considerations	
---------------------------	--

Overarching Need # 4

Overarching Need	Adhere to system wide processes and procedures including MTSS, School Safety and Assessments.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Wilcox County sheriff department, Wilcox County EMA
---------------------------	---

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Increase student achievement

Root Cause # 1

Root Causes to be Addressed	Low Literacy Rates among low socioeconomic subgroups
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Gaps in Academic Achievement across subgroups due to lack of targeted interventions
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Effectively prioritizing student/teacher data sources that have a positive impact on student learning in order to inform our classroom instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	Phonemic instruction gaps due to inconsistencies in phonics instruction across elementary grade levels
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 5

Root Causes to be Addressed	Lack of faculty/staff understanding of effective district-wide MTSS process
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 6

Root Causes to be Addressed	High absentee rates among all students due to impact of Covid-19.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Overarching Need - Empowering Families in the system to support student success

Root Cause # 1

Root Causes to be Addressed	Parents limited ability and resources to aid students academically in the home to aid in student success.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	Limited modes of accessing home to school information due to rural area and poverty issues.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	Wilcox County Schools will provide family engagement in different venues across the community.
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Families lack knowledge of how to access and utilize community resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	Families not being familiar with standards and expectations of school and grade level expectations that contribute to the child's success.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Overarching Need - Establish consistency in measuring impact of professional learning

Root Cause # 1

Root Causes to be Addressed	Limited staff (Instructional coach) to monitor impact of P.L.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	No formal K-12 protocol for identifying, selecting, and measuring the impact of Professional Learning
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Streamlined processes across the district to review Curriculum documents to ensure rigor and effectiveness of Professional learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	Analyze professional learning resources for research based practices.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Overarching Need - Adhere to system wide processes and procedures including MTSS, School Safety and Assessments.

Root Cause # 1

Root Causes to be Addressed	Implement SEL with fidelity to identify needs of students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
----------------------	--

Root Cause # 2

Root Causes to be Addressed	MTSS processes are not implemented with fidelity at all grade levels in the district
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	Lack of understanding of the newly implemented Centegix and Ident-a-Kid protocol
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	Inform all staff of updated district process and procedures
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--

Root Cause # 5

Root Causes to be Addressed	Covid-19 issues and residual impacts on student and faculty/staff safety concerns
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	Need for sanitation measures and school cleanliness.
----------------------	--

Root Cause # 6

Root Causes to be Addressed	School safety issues revolving around security personnel and infrastructure such as cameras and monitoring devices.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment Others : ARP III

Additional Responses	School resource and security officer
----------------------	--------------------------------------



District Improvement Plan 2022 - 2023



Wilcox County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Wilcox County
Team Lead	Dale Garnto-Superintendent
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)	Less than 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	Increase student achievement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Effectively prioritizing student/teacher data sources that have a positive impact on student learning in order to inform our classroom instruction.
Root Cause # 2	Gaps in Academic Achievement across subgroups due to lack of targeted interventions
Root Cause # 3	High absentee rates among all students due to impact of Covid-19.
Root Cause # 4	Lack of faculty/staff understanding of effective district-wide MTSS process
Root Cause # 5	Low Literacy Rates among low socioeconomic subgroups
Root Cause # 6	Phonemic instruction gaps due to inconsistencies in phonics instruction across elementary grade levels
Goal	During the 2022-2023 school year, as stated in the district's approved SWSS, each Wilcox County School will increase GMAS scores by 3% of the GAP between the baseline (FY22 GMAS) score and 100. The district is using the FY22 score as the baseline target.

Equity Gap

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

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

Equity Gap

Equity interventions	EI-6 Schedule class size reduction teachers at a level that is evidence based
----------------------	---

Action Step # 1

Action Step	Purchase, utilize and monitor software programs, presentations, instructional material, and aides to increase academic achievement in ELA, Math, Science, Social Studies and concept application that support Tiered interventions
Funding Sources	Title I, Part A Title IV, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Student achievement data and software data reports monthly
Method for Monitoring Effectiveness	Analyze student growth and data at monthly MTSS meetings
Position/Role Responsible	Federal Programs Director, IC's and Teachers
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
-----------------------------	---------

Action Step # 1

Does this action step support the selected equity intervention?	No
---	----

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

Action Step # 2

Action Step	Continue to provide classroom/instructional supplies to supplement those purchased with local funds.
Funding Sources	Title I, Part A IDEA
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 plans, ELA data report, checklist and rubrics
Method for Monitoring Effectiveness	Measure and analyze writing samples and growth throughout the year
Position/Role Responsible	IC's and Teachers
Evidence Based Indicator	NA

Action Step # 2

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)?	
--	--

Action Step # 3

Action Step	Continue to utilize a structured process for lesson planning, delivery and feedback to insure fidelity of instruction (standards based classroom, research based classroom, research based and evidence based instructional strategies).
Funding Sources	Title I, Part A IDEA
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	Lesson plan rubrics checks
Method for Monitoring Effectiveness	Summative assessment data, formative assessment data, EOC scores, EOG scores, USA TEst prep scores

Action Step # 3

Position/Role Responsible	Teachers, Principals, Instructional Coach
Evidence Based Indicator	NA

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)?	
--	--

Action Step # 4

Action Step	Continue building leadership capacity through shared decision-making and problem solving by conducting monthly building administrative meetings and leadership team meetings twice monthly.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership
Method for Monitoring Implementation	Leadership team minutes
Method for Monitoring Effectiveness	Feedback from team members regarding meeting effectiveness
Position/Role Responsible	Principal, Supt., title I director
Evidence Based Indicator	NA

Action Step # 4

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)?	
--	--

Action Step # 5

Action Step	Schedule class size reduction teachers at WCES and WCMS based on student achievement data within grade levels. Grade level that shows the most significant gap in student achievement among subgroups will be targeted for class size reduction teacher.
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 Supportive Learning Environment
Method for Monitoring Implementation	Decrease in the gap between subgroups as recorded on state assessments and local assessments. An increase in overall achievement data in the grade level with the class size reduction teacher.
Method for Monitoring Effectiveness	Ga. Milestones data, DIBELS data, Lexiles

Action Step # 5

Position/Role Responsible	Fed Program director, Principal, Instructional Coach
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step # 6

Action Step	Continue to build professional practice of faculty/staff by providing job-embedded professional learning that targets identified needs based upon TKES data, formative assessments, and other student achievement data.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity

Action Step # 6

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, collaborative planning checklist, TKES
Method for Monitoring Effectiveness	GA. Milestone data results, Lexile data results
Position/Role Responsible	Principals, IC's
Evidence Based Indicator	NA

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)?

Action Step # 7

Action Step	Utilize digital technology tools to support and enhance the implementation, monitoring, revision, and communication of school improvement initiatives and outcomes with faculty/staff, students, parents, and other stakeholders.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 7

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Goal setting form, rubrics, graded assignments, self assessment discussions
Method for Monitoring Effectiveness	Ga. Milestone data, formative and summative assessments
Position/Role Responsible	Teachers, principals, sped director, federal programs director
Evidence Based Indicator	NA

Timeline for Implementation	Others : Aug 2022-May2023
-----------------------------	---------------------------

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)?	
--	--

Action Step # 8

Action Step # 8

Action Step	Provide Professional learning on utilization of student performance data to accurately and appropriately identify students for remediation (MTSS) and/or enrichment (gifted).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, travel logs/reports
Method for Monitoring Effectiveness	Student MTSS data and data from interventions
Position/Role Responsible	MTSS Coordinator, Principals
Evidence Based Indicator	NA

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)?

Action Step # 9

Action Step	Provide job embedded PL on providing feedback to students on their performance on the standards or learning targets empowering them to take ownership/monitor their own progress.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Provide information to parents through handbook, parent activities, website, etc.
Method for Monitoring Effectiveness	student attendance logs, compare absenteeism over time
Position/Role Responsible	Counselors, principal
Evidence Based Indicator	NA

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)?

Action Step # 10

Action Step	Provide students with increased learning time during and after the school day by continuing to provide opportunities during the school day schedule as well as the 21st Century Patriot Academy for school success after school program (credit recovery, remediation and enrichment, homework, help/tutoring.
Funding Sources	Title I, Part A IDEA
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 schedules, student rosters from PASS,
Method for Monitoring Effectiveness	student attendance logs, student formative assessments, student milestone data
Position/Role Responsible	Principals, curriculum director, PASS administrators
Evidence Based Indicator	Moderate

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)?

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Empowering Families in the system to support student success
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Families lack knowledge of how to access and utilize community resources.
Root Cause # 2	Families not being familiar with standards and expectations of school and grade level expectations that contribute to the child's success.
Root Cause # 3	Limited modes of accessing home to school information due to rural area and poverty issues.
Root Cause # 4	Parents limited ability and resources to aid students academically in the home to aid in student success.
Goal	Increase the number of parents who participate in parent professional learning provided by the school or supported by the school district by 5% from the previous year.

Equity Gap

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

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

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-8 Promote the engagement and education of parents, families, community and business partners

Action Step # 1

Action Step	Partner with community agencies to offer mental health and dental services during the school day in an effort to improve student health and student achievement
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Health surveys, Absentee records,
Method for Monitoring Effectiveness	Student Attendance Data, Student Achievement Data
Position/Role Responsible	Parent engagement coordinator, School Nurse, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly
-----------------------------	-----------

Action Step # 1

Does this action step support the selected equity intervention?	Yes
---	-----

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

Action Step # 2

Action Step	Conduct school board meetings and/or parent engagement events held in various locations in the community once quarterly.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	parent and community stakeholder surveys, sign in sheets, minutes from meetings
Method for Monitoring Effectiveness	INcrease participation in meetings and events
Position/Role Responsible	Superintendent, Family engagement coordinator
Evidence Based Indicator	Promising

Action Step # 2

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)?	Family Connection, Wilcox County Headstart, churches in community
--	---

Action Step # 3

Action Step	Utilize district level family engagement coordinator to strengthen school to home communication with stakeholders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting sign in sheets, contact logs
Method for Monitoring Effectiveness	Parent surveys, parent attendance in meetings, monthly contact logs with parents
Position/Role Responsible	Parent engagement coordinator, Fed. programs director, Principals,
Evidence Based Indicator	Strong

Action Step # 3

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)?	
--	--

Action Step # 4

Action Step	Utilize Class Links software that allows families to access and utilize information in the home environment that will improve student performance at school.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Family survey data, formative and summative data reports
Method for Monitoring Effectiveness	Increase in students utilizing software programs at home to improve achievement
Position/Role Responsible	parent involvement coordinator, principal, Title I director
Evidence Based Indicator	Strong

Action Step # 4

Timeline for Implementation	Monthly
-----------------------------	---------

Does this action step support the selected equity intervention?	Yes
---	-----

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

Action Step # 5

Action Step	Utilize multiple methods of communication to effectively interact with students, families, and the community in order to increase school success for all students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Feedback from parent meetings, parent logs
Method for Monitoring Effectiveness	Increase in the number of Logins in SLDS, Increase in achievement, increase in number of parent contacts/logs
Position/Role Responsible	Parent involvement coordinator
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Weekly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Wilcox Bank, Colony Bank, family connection, and Middle Ga. EMC. These agencies can help get information out to parents by providing brochures and handouts . Parents frequent these locations.
--	---

Action Step # 6

Action Step	Survey parents/community stakeholders and develop a plan regarding what needs are most common in order for them to support their children academic progress
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Survey results
Method for Monitoring Effectiveness	increase in achievement as measured by GMAS
Position/Role Responsible	parent involvement coordinator
Evidence Based Indicator	Moderate

Action Step # 6

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)?	
--	--

Action Step # 7

Action Step	Using feedback from teachers, create and distribute a monthly newsletter for parents and stakeholders
Funding Sources	Title I, Part 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	parent/ community stakeholder survey data
Method for Monitoring Effectiveness	results of data surveys regarding parents needs
Position/Role Responsible	Supt., Title I director, family engagement coo
Evidence Based Indicator	Promising

Action Step # 7

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)?	
--	--

Action Step # 8

Action Step	Provide meaningful parent engagement events that increase interaction between school and community.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	record of site visits, feedback from survey (student, teacher, and parent)
Method for Monitoring Effectiveness	Parent survey results, more participation in extracurricular events
Position/Role Responsible	Parent engagement coordinator
Evidence Based Indicator	Strong

Action Step # 8

Timeline for Implementation	Yearly
-----------------------------	--------

Does this action step support the selected equity intervention?	Yes
---	-----

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish consistency in measuring impact of professional learning
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Analyze professional learning resources for research based practices.
Root Cause # 2	Limited staff (Instructional coach) to monitor impact of P.L.
Root Cause # 3	No formal K-12 protocol for identifying, selecting, and measuring the impact of Professional Learning
Root Cause # 4	Streamlined processes across the district to review Curriculum documents to ensure rigor and effectiveness of Professional learning.
Goal	As measured by the Wilcox County Lesson Plan Feedback Rubric, increase the percentage of core-content teachers effectively (level 3 or above) utilizing Success Criteria in lessons plans to 75% proficiency in FY23.

Action Step # 1

Action Step	Building administration will review lesson plans collectively with district office staff at least one monthly during building administrative meetings to assure consistency in expectations.
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	Lesson plan rubric
Method for Monitoring Effectiveness	increase in student achievement data, TKES data
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Action Step # 1

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)?	
--	--

Action Step # 2

Action Step	Continue to set expectations and pay for teachers to participate in GADOE content area professional learning as well as other identified professional learning opportunities in area of technology and curriculum.
Funding Sources	Title I, Part A Title IV, Part A IDEA
Subgroups	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	progress made toward district goals, teacher surveys
Method for Monitoring Effectiveness	Lesson plan rubric, student achievement data from milestones and formative assessments

Action Step # 2

Position/Role Responsible	Superintendent, Curriculum director,
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)?	
--	--

Action Step # 3

Action Step	Review lesson plans and provide electronic feedback to staff using the district wide lesson plan rubric to ensure strategies gained from professional learning are being implemented
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Lesson plan rubric

Action Step # 3

Method for Monitoring Effectiveness	Increase in student achievement, TKES
Position/Role Responsible	Principals, curriculum director
Evidence Based Indicator	NA

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)?	
--	--

Action Step # 4

Action Step	Maintain one 1/2 time instructional coach to aid teachers in data analysis and provide Professional Learning when appropriate
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

Action Step # 4

Method for Monitoring Implementation	Teacher surveys, sign in sheets, agendas, minutes from meetings
Method for Monitoring Effectiveness	Lesson plans, TKES data, walkthroughs, and student achievement data
Position/Role Responsible	Principal, Title I Director, Supt
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)?	
--	--

Action Step # 5

Action Step	Maintain, establish, and publish a Professional Learning calendar that communicates to faculty/staff Professional Learning offerings.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	List of Professional Learning Offerings Professional Calendar
Method for Monitoring Effectiveness	List of Professional Learning Offerings Professional Calendar
Position/Role Responsible	Principals, Instructional Coaches
Evidence Based Indicator	NA

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)?

Action Step # 6

Action Step # 6

Action Step	Develop a pre/post self-assessment form for teachers to complete to help determine growth/impact of Professional Learning on professional practice
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Survey and Self assessment questions
Method for Monitoring Effectiveness	Self assessment and survey results and data
Position/Role Responsible	Curriculum director, Instructional Coaches
Evidence Based Indicator	NA

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)?	
--	--

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Adhere to system wide processes and procedures including MTSS, School Safety and Assessments.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Covid-19 issues and residual impacts on student and faculty/staff safety concerns
Root Cause # 2	Inform all staff of updated district process and procedures
Root Cause # 3	Lack of understanding of the newly implemented Centegix and Ident-a-Kid protocol
Root Cause # 4	MTSS processes are not implemented with fidelity at all grade levels in the district
Root Cause # 5	Implement SEL with fidelity to identify needs of students
Root Cause # 6	School safety issues revolving around security personnel and infrastructure such as cameras and monitoring devices.
Goal	Fully implement and complete redelivery training to 100% of certified staff in SY23 in the area MTSS and Assessment and also fully implement and complete training to 100% of all staff in SY23 in the area of School Safety measures and protocols.

Action Step # 1

Action Step	Continue to employ school resource officer to assist with school safety policy and procedures.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	School safety surveys, reports, fire drills, severe weather drills, intruder drills.
Method for Monitoring Effectiveness	students ability to implement safety plans
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Action Step # 1

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)?	Wilcox County Sheriff Department, Wilcox County EMA, Wilcox County Fire Dept., GADOC Fire Dept., Rochelle City Police Dept.
--	---

Action Step # 2

Action Step	Continue to implement and improve the data protocol that includes data collection cycles, analysis, and sharing.
Funding Sources	Title I, Part A IDEA
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	Collaborative Team Agendas, Lesson plans, Minutes
Method for Monitoring Effectiveness	Increase rigor in lesson plans and lessons
Position/Role Responsible	Principal

Action Step # 2

Evidence Based Indicator	NA
--------------------------	----

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)?	
--	--

Action Step # 3

Action Step	Conduct at least one intruder drill per each semester and train staff on response through faculty meetings and collaborative planning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	School safety reports

Action Step # 3

Method for Monitoring Effectiveness	Response of staff, Survey results
Position/Role Responsible	Resource officer, Principals
Evidence Based Indicator	NA

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)?

Action Step # 4

Action Step	Renewal of (Satchel Pulse) that provides diagnostic and prescriptive SEL resources.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	Diagnostic tool
Method for Monitoring Effectiveness	Data from diagnostic tool, Data from SEL program, Number of students identified
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Wilcox County Sheriff Dept, Wilcox County EMA, Wilcox County Fire Dept./First Responders, Rochelle City Police Dept.
--	--

Action Step # 5

Action Step	Continue training of classroom teachers on MTSS strategies as an ongoing Professional Learning initiative
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 5

Subgroups	Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	RTI reports, Intervention data
Method for Monitoring Effectiveness	Special Ed referrals from RTI, Intervention Reports
Position/Role Responsible	Curriculum Director/MTSS coordinator
Evidence Based Indicator	NA

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)?

Action Step # 6

Action Step	Continue to employ MTSS coordinator and interventionist at the district and school level
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 6

Subgroups	Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	leadership team minutes, sign in sheets, emails, grade level or content level meetings
Method for Monitoring Effectiveness	teacher survey results, climate survey, attendance at school level and district meetings, student data regarding interventions,
Position/Role Responsible	Supt., 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)?

Action Step # 7

Action Step	Continue to utilize diagnostic and prescriptive software programs to provide remediation and/or enrichment that improves literacy skills.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Usage reports student performance data
Method for Monitoring Effectiveness	Usage reports Student Performance Data
Position/Role Responsible	IC's, curriculum director, teachers
Evidence Based Indicator	NA

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)?	
--	--

Action Step # 8

Action Step # 8

Action Step	Maintain grade level MTSS/RTI resident experts to analyze data, coordinate Tiered interventions and support teachers.
Funding Sources	Title I, Part 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	MTSS cohort , MTSS handbook and procedures
Method for Monitoring Effectiveness	Student achievement data, student MTSS data, Benchmarks, progress monitoring
Position/Role Responsible	MTSS coordinator, Principals
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)?	
--	--

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>The Superintendent along with the Federal Programs Director met with School Leadership Teams at all 3 schools in Spring and had an organized agenda and task list for team to work during the Spring of 2021-22 year. The members signed into the meeting and were provided all documents necessary to work on the planning process for gathering and analyzing data for the needs assessment. Each school was responsible for soliciting input from each staff member at the school as well as other stakeholder groups on the school standards and information regarding each school. Each school then drafted a school level improvement plan that would inform the district improvement plan. Once the plan was drafted it was submitted to the district level Superintendent as well as Federal Program director and revisions were requested and the plans were then approved. Stakeholders and teachers were given opportunities to participate in the planning process by completing a school level survey which addresses all 5 areas of the School Improvement Process. During this process the School Level Team members worked to have stakeholders review and provide feedback to the team in way of the surveys and also through collaborative meetings of all stakeholders at the school and district level. The data was gathered in order to provide input to the District CNA template. Feedback was solicited on the CNA during the annual Title I meeting in the Spring. The district leadership team met again during the summer of 2022 once the school plans had been completed to set goals and action steps as it related to the needs assessment. The District Leadership Team was surveyed regarding the District Standards to solicit input from them to inform the District Improvement Plan. The Federal Programs Director held a meeting during OPEN HOUSE in July of 2022 to provide parents the opportunity to review. The director is also a regular attendee of Family Connections and other groups. The district needs assessment and stakeholder input showed evidence of the need for Title II part A funds will be transferred into Title I and utilized to fund a class size reduction teacher in grades K-3 at Wilcox Elementary school to address class size and gaps in student achievement. Funds will be allocated for professional learning to teachers in the area of differentiation, data analysis, WIDA Standards, discipline, vertical alignment, Lexiles, MTSS interventions, classroom management, lesson planning and common assessments. Teachers will be provided opportunities to take GACE for certification for professional qualifications. WILCOX COUNTY IS TRANSFERRING 100% OF TITLE IIA FUNDS TO TITLE IA FOR FY23 and a PORTION OF TITLE IV FUNDS TO TITLE IA FOR FY23.</p>
---	--

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>It is the Wilcox County School System's Policy to ensure equitable access to and participation in its programs by all students regardless of their minority, income, or special needs status. Class sizes for all programs are determined by the number of students enrolled in each and the waiver for maximum class size. Students are equally divided among teachers in each program. TKES is implemented with fidelity to address the effectiveness of teachers. Professional learning opportunities are provided based on the individual and school needs. Wilcox County Schools seeks to hire certified in-field teachers. However, when that is not possible, professional learning is provided to prepare these teachers to become certified in their teaching position. Inexperienced teachers and administrators are provided with an induction program and job-embedded professional learning. Mentoring support is provided to ensure equitable access to an excellent education for all students and inexperienced teachers new to the profession are provided with an effective mentor for the first 3 years of teaching. The district funds travel and also registration for GACE test for teachers seeking to become infield or professional qualified in a content area or seeking certification in a high needs area. WILCOX COUNTY IS TRANSFERRING 100% OF TITLE IIA FUNDS TO TITLE IA FOR FY23.</p>
---	---

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>Wilcox County has a systematic plan for providing professional growth opportunities that will meet the needs of our staff and students and will match the goals of our District Improvement Plan. Staff members must complete Professional Learning Plans or Professional Learning Goals in the Fall. These plans include personal and school/district professional learning needs. Data from the CCRPI and GMAS is received in spring. This data is also used to determine the professional learning needs. Student needs are reviewed regularly to ensure that professional learning matches these needs. Goals in the district improvement plan are also determined from the needs based on the data. Professional learning is provided as action steps to meet these goals. Professional learning is provided through HGRESA, through individual consultants, and/or through in-house facilitators. HGRESA provides evidence-based professional learning to the system. Wilcox County's district and building level administrators will be responsible for ensuring that in-house and job embedded professional learning processes are evidence-based by researching the activity. Where appropriate and feasible, administrators and/or other staff members will be given the opportunity to redeliver strategies and provide professional learning to school staff during planning times, faculty meetings, or off contract hours. This builds leadership capacity as well as be a way to utilize resources efficiently. Professional learning topics could include differentiation, assessment, WIDA standards, curriculum mapping, discipline, scheduling, MTSS interventions, data analysis, formative instructional practices, instructional planning to increase rigor, content standards training, using technology, co-teaching strategies, gifted and talented strategies, and</p>
--	---

Professional Growth Systems

	vertical alignment in order to increase student achievement and increase Lexile scores. Teachers have been paid stipends to work after hours and during the summer in the vertically alignment of course units. Wilcox county schools will allocate funds from Title I and IDEA Flow-through funds to pay teachers stipends for attending other summer workshops and training. This reduces our need to take teachers out of the classroom and provides them with an incentive for working during the summer. The classes attended in the summer may include effectiveness survey and observations of practice to determine whether and how to expand exemplary concepts throughout the school system and to determine the effectiveness on student achievement. Wilcox County schools will work to grow its own leaders and develop teachers through professional development funded through Title I and CARES act funds. This in the past was funded by SIG 1003g funds but will carry over to other federal funds. All professional learning received by all system personnel is documented at the Wilcox Board of Education.
--	--

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<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>Wilcox County waives Certification for all teachers allowed by Georgia State Board Rules and all must hold a clearance certificate.</p>
--	--

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>At the minimum, an applicant submitted to the Wilcox County Board of Education for approval in a teaching position should possess a 4 year degree or undergraduate degree. CTAE teachers must have a minimum of a 2-year degree in their field and 3 years of work experience in their field. All applicants must hold or be eligible for a clearance certificate. Special education teachers who do not issue grades must hold GaPSC special education certification aligned with teaching assignment (general, adaptive, visual impairment, etc.) and a four year degree and must have a clearance certificate. All teachers who issue grades are required to have a 4 year degree including special education teachers issuing grades in content. They must also hold a clearance certificate.</p>
--	--

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	<p>Wilcox County has no schools that are state or federally identified. In the event a school is identified funds will be prioritized based on the needs and working with state support to identify areas in need of improvement.</p> <p>WILCOX COUNTY IS TRANSFERRING 100% OF TITLE IIA FUNDS TO TITLE IA FOR FY23</p>
--	--

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	<p>All students in grades 1-8 receive career related lessons. Students learn about goals and goal setting. During these lessons, students are introduced to careers, skills needed for those careers and inventories to help students match careers best suited for their likes/dislikes. All 5th-8th grade students are expected to complete a career portfolio.</p> <p>The CTAE department at the high school joins with core academic teachers to plan cross-curricular activities emphasizing the ways in which traditional courses play a vital role in high demand careers. Teachers have time built in their schedule to work together in the development of engaging lessons. CTAE programs emphasize hands-on training for students in high demand occupations and/or industries. Wilcox County High School (WCHS) is proud to offer courses in Agriculture, Welding (through partnership with Wiregrass Technical College), Nutrition and Wellness, and Information Technology Systems. These areas were specifically chosen to prepare students to obtain a career pathway and , hopefully, a job in our local community and/or state. The Work Based Learning coordinator works directly with students and business partners in an effort to provide students with the opportunity to receive real world work experiences while still in high school. Depending on when the student works, he/she may not only earn monetary compensation for hours worked, but they may also receive academic credits that will act as electives required for high school graduation.</p>
---	--

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

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>Wilcox County Schools take pride in being a system that has a very safe and orderly environment. Behavior expectations are communicated to the students at the beginning of the year and reinforced during the school year by administrators and teachers. Character Education lessons are shared with students at Wilcox County Elementary School. Students are able to earn incentives for good behavior and are awarded with reward parties, snacks, trips, and behavior awards. Students in needs of encouragement and a mentor or assigned a staff member to provide a check in/check-out system to track students behavior goals and provide incentives. Teacher evaluations show teachers have good classroom management practices . A PBIS program "STAR PATRIOTS" is in place at Wilcox County Elementary School in order to promote and reward positive behavior. Behavior expectations are communicated to the students at the beginning of the year and reinforced during the school year by administrators and teachers. Since the initiation of STAR PATRIOTS the administration has seen a decrease in discipline referrals. Wilcox County High School and Middle School takes pride in being schools that have very safe and orderly environments. Behavior expectations are communicated to the students at the beginning of the year and enforced during the school year by administrators and teachers. Wilcox County Middle/High recognizes students for behavior, academics, and attendance by a reward trip to an out of town restaurant in which students not only take part in the meal itself they learn etiquette skills and social skills in the formal setting. Year end reward trips to local amusement parks/establishments are provided for eligible students at all three schools. Due to Covid-19 some of these rewards were suspended but now will resume.</p>
--	---

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>The effective transition of middle school students begins during their middle school years. Due to our rural size, CTAE teachers serve as Connections teachers for middle school students beginning in 6th grade. The middle and high school share a lunchroom, media center, and several classrooms so middle school students are routinely in contact with high school teachers. An official transition meeting for 8th grade students is held each spring. Career pathway options are reviewed and students select classes for their 9th grade year.</p> <p>Each ninth grade student completes an individual graduation plan (IGP). Special education support staff meet with each eighth grade and sixth grade special education student's IEP team to develop a transition plan as the child moves to the high school. This is a collaborative meeting between the student's middle and high school teachers, special education support personnel, the parent, and the student.</p> <p>Throughout a child's high school career, students are offered opportunities to enroll in Wiregrass Technical College to earn college credits while in high school. Career fairs are held to introduce students to various career opportunities. Students desiring to visit colleges are granted three days to do so during their junior and senior years. Employers, local colleges, and military recruiters routinely set up informational booths so students can visit, obtain information, and explore options during their Patriot Period and lunch period. Eligible juniors and seniors can participate in Work Based Learning programs.</p> <p>Beginning in 5th grade, students complete a career portfolio that is updated annually. Career counseling and advisement occurs during Patriot Period at least once a week. Students have an option to attend a PROBE fair in January or February of each year.</p> <p>Special Education students are provided with a transition plan beginning 8th grade year. The students are provided an annual review each year and the transition plan is updated. The students are provided opportunities to research job opportunities and also career development programs. Partnerships with GLRS and Vocational Rehab provide support for special needs students. The Heart of Ga. Transition alliance provides a transition fair each year for Juniors and Seniors to provide students and parents opportunity to gain information for post secondary programs and opportunity.</p>
--	--

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>We assist preschool children in the transition from early childhood programs. Transition plans for students entering from Pre-K, Head Start, private schools plus students entering our school throughout the school year are in place. The district parent involvement coordinator works with the Pre-K project director to host a Pre-K parent orientation annually. In addition, throughout the year, multiple opportunities are offered to Pre-K parents and grandparents to participate in activities with their children.</p> <p>The local Bright from the Start Pre-K program is housed in the elementary school and classrooms are located on the same hallway as Kindergarten classrooms. All year Kindergarten teachers interact with Pre-K students. In the spring of each year, a Kindergarten registration is held so parents can officially meet with Kindergarten teachers before the coming school year.</p> <p>The district integrates it's Pre-K program with the local Head Start program and serves students with disabilities enrolled at Head Start. Parents of Head Start children, private school children, and home school children are invited to annual meetings to learn about available services. Additionally, these same parents can attend any school sponsored family engagement event throughout the school year.</p>
---	--

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>Wilcox County has no Title I Targeted Assistance Schools.</p>
---	--

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>Wilcox County Elementary school, Middle School and High School are Title I School-wide Schools. Title I funds are used in a supplementary manner to further reduce class size at the elementary and middle school level and to provide additional support services for all schools. All schools use Title I instructional funds to purchase high-quality, evidence-based materials and software that will supplement materials supplied through local and QBE funding. It is the Wilcox County School System's policy to ensure equitable access to and participation in its programs by all students regardless of their</p>
--	--

Title I, Part A – Instructional Programs

	<p>minority, income, or special needs status. Funds are utilized to provide a parent engagement coordinator to work with parents and schools to provide activities and resources for parents to assist students in academic areas. Each school is provided with a district level academic coach that disaggregates data and provides assistance with district level school improvement initiatives.</p> <p>Wilcox County Elementary is a Title I School-wide School and these resources are used for class-size reduction teachers, professional development activities that relate to improving student achievement, and for the cost of instructional materials, including computer based instructional resources. Class size reduction teachers are funded at grades K-5 based on need and student achievement data. Gaps in subgroup achievement scores are analyzed to determine need. Class size reduction teachers are able to differentiate lessons and provide interventions in small groups based on formative and summative assessment data. Teachers provide individualized as well as small group instruction as a result of reduction in class size. Wilcox Elementary School will be provided an instructional coach that works 49% to assist teachers, model lessons, disaggregate data, and work in the area of school improvement.</p> <p>Wilcox County Middle School is also a Title I School-wide School which continues to provide teachers with professional learning opportunities to improve student achievement and instructional strategies to work with all students, and also provides resources for class size reduction teachers. Class size reduction teachers are funded in grades 6-7 based on achievement gaps of subgroups. Teachers utilize formative and summative assessment data to inform instruction for intervention and differentiate instruction based on student needs. The benefit of class size reduction teachers is effective in increasing student achievement across the grade level as documented by GMAS data and benchmark data over time.</p> <p>Wilcox County High School is a Title I School-wide school which utilizes the support of the school improvement specialist to disaggregate data. Additionally, Title I funds are used to supplement the instructional program through the purchase of software and technology.</p> <p>The District employs a School Improvement Specialist and a Family Engagement Coordinator that serve all schools. To aid the struggling and at-risk students, after-school tutoring and remediation is provided through 21st CCLC. The Family Engagement Coordinator plans for one activity a month at each school for the parents to be involved in their child's school. These include annual Title I meetings, Parent Involvement Input meetings, and meetings to educate the parents on the GMAS score reports and Parent/Teacher conferences. Parents also have specific grade-level meetings where they are invited to visit their child's classroom and have breakfast or lunch with him/her. The Family Engagement Coordinator organizes activities such as GYSTC Stem Night at the Middle School. At the Elementary School, he partners with Family Connection and has organized a "Family Literacy Night" and a Story Time with Santa , where members of the community come</p>
--	---

Title I, Part A – Instructional Programs

	<p>into the school and read and share with groups of students. This provides a focus on Literacy. He also continually communicates with the parents through newsletters, social media, and the school's websites.</p> <p>No N&D institutions are located in Wilcox County.</p>
--	--

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; and how the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>Wilcox County School System uses the Occupational Survey provided by the GaDOE MEP Region 2 Office coordinator to identify migrant students. All schools will use the Occupational Survey Form with all new students and all returning students during back-to-school registration and is given to any new student registering throughout the school year. The school counselors collect these forms. Any that are marked that they moved due to work are sent to the Consortium. The school is notified by the ABAC Consortium if students are to be coded as migrant in the school information system. The Migrant contact person collaborates with the Migrant Education Program and other community agencies such as DFACS to provide appropriate services for identified families and children.</p> <p>Wilcox County School System will follow system and state policies for transfer of students and has procedures in place to provide a timely transfer of school health and academic records for all students but particularly for migratory students. The process of transfer begins as soon as the parent/guardian provides the school with a formal signed release or by the request of records from the receiving school. Any student that transfers into or out of the district or state, including migrant students, are either given a copy of their withdrawal paperwork to take with them or the school is sent a request for records. Once a Records Request is sent to the prior school, records should be received within 10 days from the request. The district Title I, Part C director will use MSIX to help transfer records electronically as a second method of transferring school records to ensure enrollment and correct course placement decisions. Wilcox County MEP contact has access to the monthly MEP reports provided by the GaDOE portal data and each month the report is downloaded and reviewed. The list is checked against the Wilcox County SIS system to verify all migrant participants are appropriately coded as migrant in this system. Any error that is found is corrected and reported to the area manager with the consortium program manager.</p>
--	--

Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>Students that are identified as migrant are served through the migrant (preschool to 12, out-of-school youth and drop-outs) Consortium. The Title I, Part C director is responsible for following the GADOE MEP guidance and submitting the Occupational Surveys to the Region 2 MEP office: The region 2 office coordinates follow up with the ABAC consortium specialist and the state recruiter to follow the appropriate ID & R steps. The Consortium provides tutoring services for students in need. The Consortium works with the schools to identify other needs and services, to include educational, health, nutritional, and social, to be provided to those migrant students and their families.</p>
---	---

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 proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity</p>	<p>Goal 1: Improve graduation rate outcomes for student with disabilities According the the FY21 district determinations data the percent of youth with IEP's graduating from high school with a regular diploma was 78.57%. This meets our state established target of 74.76%. However graduation results and graduating students on time is a focus of all instruction for all subgroups including students with disabilities . All students have access to effective instruction and professionally qualified teachers in all subjects. The special education director along with the school leadership teams at each school are working to improve instruction and contend delivery in identified areas in need of improvement such as:</p> <p>a. Differentiated learning for "students with disabilities" enrolled in high school math /ela courses will be provided by regular classroom teachers as well as special education teachers. All teachers will provide instruction daily in the classroom and utilize data to provide interventions during an intervention period known as "Patriot Period". This will be a time allotted for" students with disabilities "to come back to the classroom and the content level teacher to discuss strengths and weaknesses and set goals for learning. Teachers will use this time to provide remediation to individual students and student's with disabilities who are having problems grasping a concept. This is is provided every day for students. Also students with disabilities who are in danger of failing or struggling in Math or ELA are provided an opportunity to attend the PASS program which is an after-school program for high school. All students including "students with special needs" in need of remediation and homework help can attend this program a minimum of twice weekly. Efforts are being made district wide to stream line the MTSS process to include consistency in the use of universal screening across all levels. Teachers are receiving job embedded professional learning on how to utilize data to drive instruction and how the data is used to develop IEP's and establish IEP's. Professional learning for differentiated instruction as it relates to MTSS is ongoing. Wilcox County began work in MTSS cohort and professional learning/training was conducted by GADOE and will be ongoing for the FY23 school year. For students that have IEP's professional development to enhance instruction provides teachers with more strategies for individualizing learning based needs. Effectiveness of the professional development is measured by follow up visits to classrooms, student data, and classroom observations by the special education director, principals, academic coaches and superintendent. Effective classroom lesson strategies and practices are modeled during collaborative planning times and also at the school leadership meetings to promote the use of effective practices by teachers that are working with students with disabilities.</p> <p>b. Increased technology and usage for "students with disabilities".- Students</p>
---	--

IDEA Performance Goals:

	<p>with disabilities have access to an interactive panels in which the teacher provides instruction and differentiates her lessons to allow student usage. Students with disabilities also utilize chromebooks daily in the classroom as well as during the PASS program. Teachers benchmark these students three times a year and provide direct instruction through this utilizing this benchmark data. Assessments are given online and all contain a writing component. Each student has access to chromebooks daily and is a daily tool used by classroom teachers for specialized instruction.</p> <p>c. The use of technology is being increased and encouraged as a means of addressing differing learning styles. - Professional learning is provided for teachers off/on contract hours and during the summer on classroom strategies specifically for students with disabilities that addresses differentiation and technology. As a means of delivering a rigorous curriculum with high expectations for students with disabilities, special education teachers meet with and plan regularly with regular education teachers during collaborative planning times, curriculum meetings, school leadership team meetings, district leadership team meetings and individually. Instructional frameworks, pacing guides, and curriculum maps are used as a tool to enhance lesson planning in co-taught classrooms. Wilcox County approves professional learning for teachers that is provided by HGRESA or GADOE in the area of differentiation and technology and allows teachers to redeliver to special education teachers as well as paraprofessionals. Wilcox County is fortunate to be able to provide technology support from within the system. We utilize a business education teacher with extensive knowledge in the use of Google docs, Excel, Word, Google classroom, etc. for professional learning needs. Administrators check for implementation of strategies provided from professional learning and its impact on student outcomes. Technology usage is a norm in all classrooms and administrators utilize walkthroughs and observation to check for effectiveness and frequency.</p> <p>d. Transition services for upcoming graduates- Wilcox County Schools partner with the Georgia Department of Labor Vocational Rehabilitation Services to provide job skills training and supported employment opportunities for SWD in the 11th and 12th grades. The school administrators, counselor, lead teachers and the special education director meet with Vocational Rehabilitation at the beginning of the school year to discuss services for eligible students. Students in grades 11-12 have the opportunity to attend the "I CAN CONFERENCE" in the Spring of each school year which provides exposure to various job opportunities, post-secondary school opportunities, and a variety of job skill workshops. Wilcox County special education department provides a high school special education teacher to attend the Heart of Georgia Transition Alliance meetings to gain knowledge about transition opportunities in our area to redeliver this information to students, parents and staff members. Students with disabilities meet annually with the case manager or more frequently, if needed, to complete vocational assessments and to determine areas of interest for electives and elective pathways or to update areas of interest. Transition plans are updated or developed to provide goals and objectives to address post-secondary outcomes for students. Transition plans are reviewed annually as part of the IEP annual</p>
--	--

IDEA Performance Goals:

	<p>review process in which students participate in the meeting. The Special Education director will schedule training and professional learning regarding transition planning as needed and also focus on transition services for students with disabilities during the 2022-23 school year. The plans will be monitored by the director to assure that progress towards the goals set are being followed through with and adjusted.</p> <p>e. Wilcox County has an increase in Deaf/Hard hearing students. With the rural proximity there are no qualified teachers to serve these students forcing the district to contract with a teacher through a staffing agency that provides a teacher virtually to provide for direct instruction. Wilcox County contracts with the staffing agency to pay for the services through local funds not federal. Providing for a DHH teacher is a critical need for the Wilcox County School District.</p> <p>f. A focus on supporting co-teaching practices and teachers of special needs students in Wilcox will take place in 2022-23. The administrative teams at all school levels have dedicated and scheduled monthly meetings of teachers with SWD. Special education teachers along with regular education teachers meet to discuss implementing and monitoring of IEP accommodations and modifications. Having these monthly meetings and using data to show special needs teachers progress that students are making and also setting goals for students with disabilities creates a culture of high expectations among the staff and also the students.</p> <p>g. From at least 9th to 12th grade, case managers are working with their students to discuss and plan post secondary goals. After graduation, these post secondary outcomes are tracked through informal communication between the case manager (or other school staff) and the student/family. This communication is often done through in person interaction and/or phone or social media. The special education director uses information gathered by the case managers to complete the post secondary outcome goals report each year.</p>
--	---

<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 procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any</p>	<p>Goal 2: Improve services for young children (3-5) with disabilities</p> <p>Child Find is a process that Wilcox County used to identify, locate, and evaluate children and youth birth to age 21 who are suspected of having a disability or developmental delay which may result in a need for special education and related services. Child Find includes children, birth through age three, who may or may not be referred to and served through IDEA Part C; Babies Can't Wait operated by the Department of Community Health; preschool children ages 3-5 not yet eligible for state funded kindergarten; children enrolled in public schools as well as charter schools even if progressing from grade to grade; highly mobile children (including migrant children); children who are detained or incarcerated in city/county operated jails or correctional facilities; children who reside in Wilcox County and are enrolled in home school; and a parent placed private school children including religious, elementary, and secondary schools. As part of Child Find Wilcox County has a MOU agreement with Wilcox County Headstart and Babies</p>
---	---

IDEA Performance Goals:

<p>trainings conducted by the LEAParent trainings</p>	<p>Can't Wait to identify and provide services for young children expected of a disability. The special ed director coordinates meeting dates with parents and agencies once a referral is made to Wilcox County. The director reviews the information received and meets with parents along with the School Psychologist and Preschool teacher to gather information and background. An evaluation takes place and services are provided based on eligibility. Collaboration with local agencies improves services for young children in that these students can be identified at a young age for any suspected developmental delay or need. Early intervention can begin with these children through this collaboration and working with the parents. Any student that qualifies for services is provided FAPE and services are coordinated. Wilcox County provides a part time school psychologist and one speech therapist full time to provide services to children. Wilcox County employees are trained on Child Find by the special education director each year as part of new employee orientation. All employees are trained at the the District Faculty meeting at the beginning of the year as well as parents at the beginning of the year meeting during Open House. Child Find information is located in the Wilcox Marketer at the beginning of school year and also during PASS (21st Century informational sessions). The system website and also student/parent handbooks have the information. Child Find information pamphlets are distributed through student information packets sent home with students at the beginning of the year as well as posters placed in all schools, daycare centers, headstart, mental health and DFACS in Wilcox County. Brochures and pamphlets are distributed at all parent engagement events and community events detailing child find requirements and activities so that all employees and stakeholders know the steps to take if they become aware of a student who may need special services. The Special Education Director is partnering with the 21st Century Learning Coordinator to bring education and awareness about Child Find to this program. Professional Learning regarding Child Find in ongoing throughout the year with staff members.</p> <p>Wilcox County will continue to utilize the GO-IEP program in the district for compliant IEP development and smoother transition of students entering and exiting the system.- This will be the fourth year of full implementation of GO-IEP in Wilcox County. The special education director will coordinate with GADOE to redeliver training to teachers on GO-IEP enhancements and changes for the 2022-23 school year. Teachers will be provided professional learning on program components during monthly special education teacher collaborative planning meetings. Areas of concern are addressed as well as demonstration of the program components. Services for young children are improved by providing for a compliant IEP development and eligibility. Timelines are adhered too more accurately as well as documentation for interventions and student work. Students are provided for a smoother transition from pre-school program to the K-5 program as services are established and progress documented and easily accessed by general education teacher, administrators, and special education teachers. This insures implementation of the IEP services and no lapse in services for the child. This training will give teachers a deeper understanding of the G0-IEP program now that all teachers have utilized it for one year.</p>
---	--

IDEA Performance Goals:

	Training is provided to the pre-K special needs teacher based upon the needs of the students being served. Based on department level needs assessment professional learning priorities for 2022-23 are: Revision of Local Written Procedures, Autism training, Behavior and classroom management training, GO-IEP, Compliant IEP writing, Transition plan development and compliant transition plan training, High leverage practices, and specialized instruction.
--	---

<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 with teachers who are working with SWDSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</p> <p>Wilcox County Schools is focused on providing quality educational experiences for all students that are meaningful, challenging and engaging in a safe and orderly environment that supports the needs of our special education students. We believe in all students and also that these students should have access to services that he or she requires to achieve the goal of graduation from high school regardless of gender, race, ethnicity, socioeconomic background or disability. Wilcox County is dedicated to providing quality instruction to all students. This continuum of service is based on individual student need and placement within their Least Restrictive Environment. We currently provide services through a variety of instruction models such as consultative, co-taught, collaborative, resource, and self-contained. Based on their eligibilities and disabilities, students may also receive therapy services such as occupational therapy, physical therapy, speech, auditory, and or visual. Teachers, including special education teachers, are trained in the area data analysis, vertical alignment, discipline and classroom management, teacher modeling best practices, WIDA standards, lesson planning, and Lexiles. Streamlining the MTSS process across the district is a priority for 2022-23 and also a focus on effective intervention programs at all Tiered Levels is a priority. This process began in FY 21 with the addition of a MTSS coordinator. Wilcox County has taken part in the one year of MTSS cohort training. The Special Education Director assisted the MTSS coordinator in revising and updating the MTSS handbook which includes compliant procedures for special education referrals and evaluations. Intervention program needs have been identified and the Special Education director will work with the district MTSS coordinator and team to establish formalized, consistent, and organized procedures for referral and tracking of student interventions. Each school leadership team establishes a professional learning calendar which includes professional learning activities for teachers of students with disabilities. Special education and general education teachers will be trained on a variety of topics to include New Local Written Procedures and Revisions, teaching students with autism, Behavior and classroom management, GO-IEP, well written and compliant IEP;s, and specialized instruction. Special Education teachers are included in school level professional learning communities with their respective grade level and/or content area. Paraprofessionals will be included along with the special education teachers in monthly meetings with the special education director and the school level administration to address individual student issues and</p>
---	--

IDEA Performance Goals:

	<p>develop emergency plans for interventions to address weaknesses.. All staff and administration will be provided with resources, information, and training on the State and Federal laws that govern FAPE and LRE as part of professional learning in these meetings. During the eligibility process the IEP team/Placement committee considers a variety of placements to ensure that FAPE is provided within the least restrictive environment. The Special education director monitors this weekly to ensure the provision of FAPE and LRE as annual reviews are completed.</p> <p>As teachers continue to utilize GO-IEP for compliant IEP implementation, training on writing effective IEP's as well as specific training to provide a deeper understanding of the GO-IEP program. The process of peer review as well as a review by Special Ed director takes place before an IEP is finalized and teachers having a common understanding of what a compliant IEP looks like is needed. Monitoring and supervision will be provided by school building administrators, special education lead teachers, and the special education director through the GO-IEP dashboard, observations, walk-throughs, and checklist for IEP's. Teachers in need of training are provided training and this training is coordinated through GLRS, HGRESA, or contracted personnel. Redelivery of information from monthly GLRS collaborative community meeting is shared with teachers which focuses on best practices for students with disabilities, transition planning, IEP development, evaluation/eligibility, and other compliant practices that work to benefit students.</p> <p>Wilcox County has an increase in Deaf/Hard hearing students. With the rural proximity there are no qualified teachers to serve these students forcing the district to contract with a teacher through a staffing agency that provides a teacher virtually to provide for direct instruction. Wilcox County contracts with the staffing agency to pay for the services through local funds not federal. Providing for a DHH teacher is a critical need for the Wilcox County School District.</p> <p>A child with a disability who is removed from his or her current placement for more than 10 school days must continue to receive educational services, provided FAPE as defined by state and federal regulations, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. These services will be coordinated in a meeting between the parent, case manager/teacher, school administrator, special education director, and student when applicable.</p>
--	---

<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</p>	<p>Goal 4: Improve compliance with state and federal laws</p> <p>a. Review district discipline for ISS and OSS monthly with each school- The special ed director and assistant principals at each school review each month the number of OSS and ISS referrals monthly. IEP implementation is reviewed with administrators in situations involving ISS students and other student removals.</p> <p>b. Continue district collaboration on requirements, budgets, and</p>
--	---

IDEA Performance Goals:

<p>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>timelines-Special Education director tracks timelines and monitors timeline requirements. The special education director routinely checks compliance of IEP and other special education documentation through the GO-IEP dashboard as well as hard copy records kept in the district office. Consents, evaluations, and placement are monitored on an excel tracking sheet to ensure timelines are met. This is communicated to teachers and an implementation manual with procedures is updated and followed. Budget guidelines and internal controls are followed as directed by federal programs manual. Information for timelines submission is provided through Friday email blast and directors webinars. Partnership with local GLRS provides for information for data submission and timeline submission processes . Information provided at GaDOE workshops and data conferences provides guidance on portal entries and timeline submission. Data is checked for accuracy and adheres to policy and procedures of the Wilcox County School District. Wilcox County Special education department follows GaDOE guidance on submission of any correction of non-compliance. Procedures and policy are revised to insure compliance of policy and procedures. Monitoring and supervision of compliance of the processes and procedures that govern special education regulations will be provided by school building administrators, special education lead teachers, and the special education director through the use of GO-IEP dashboard, observations, walk-throughs, verification forms and spot checks of IEP's.</p> <p>c. Improve transition planning through teacher training- Special Education Director works with Easter Seals and Vocational Rehab to provide training for teachers on how to coordinate services through their agencies for students with special needs. Wilcox County has a representative that is a part of Heart of Georgia Transition Alliance and supports the alliance with whatever needs arise. Professional learning is provided to teacher through local GLRS and students are provided opportunities to learn about post secondary options through event and activities that the alliance provides. Teacher training is a need to write compliant and effective IEP's as well as compliant transition plans.</p> <p>d. As GO-IEP has been implemented, as a means of compliance teachers will continue more in depth training on this program as well as building administrators. New processes and procedures for referral, evaluation, and placement are being updated and information given to all staff in regards to these changes. Professional learning in the area of child find, referral, evaluation, and eligibility are on going throughout the year.</p> <p>e. Continue the school level special education teacher meetings monthly at each school to provide professional learning, discuss best practices with students, address discipline or attendance issues with individual students, discuss possible amendments of services to improve student performance.</p>
--	--

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>Title IV funds are used to address all three areas regarding Title IV:</p> <p>In the area of well rounded material and services will be purchased to support and supplement students loss of learning due to Covid-19. Science and Social Studies will continue to be supplemented with the Social Studies/Science weekly(Need 1; Action Step 1).. Data showed that Wilcox County utilized over 6000 non-news content articles across all curriculum areas in 2021-22. Examples of content were Essays, biographies, speeches, myths and legends, career profiles, court opinions, reference material, and issue spotlights. News articles were also pulled to discuss and relate to current events. Services such as speakers or programs that support science standards will be purchased to benefit all students K-12 as well as the PASS afterschool programs.(Need 1; Action Step 1)Fine arts and PE supplies are purchased as part of the well rounded curriculum material to help teachers meet the needs of students in these very important areas. (Need 1: Action step 1)</p> <p>In the area of safe and healthy students Wilcox County was fortunate to partner with the Wilcox County Sheriff Department to have a school resource officer provided to our school district(Need 4 Action Step 1).This officer is paid from Title IV funds to provide support in the area of discipline, school safety, training for lockdown procedures, training and assistance with severe weather drills, and also building relationships with students to have a positive view of law enforcement. The officer conducts classroom presentations to students regarding drug and alcohol abuse and legal ramifications regarding both. In 2022-23, the resource officer will continue on staff full time at Wilcox County Schools now that we serve all students PreK-12 in one building. Title IV funds will be utilized to help sustain a SEL program district wide (Need 4; Action Step 4). This program will require teachers to be trained on Social Emotional Learning program called Satchel Pulse. This program will be used to help identify students in need of MTSS interventions in area of behavior. In the area of Effective Use of Technology travel and training is being provided to our district and school level staff to attend workshops and conference regarding technology and the use of technology in the classroom(Need 3; Action Step 2).District and school level staff are expected to re-deliver information from these conferences to appropriate staff members.</p> <p>A portion of Title IV-A will be transferred to Title I-A in FY23</p>
---	---

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>Wilcox County School monitors the effectiveness of programs including Title IV through monthly meetings involving the school leadership teams as well as the District Leadership team. Meetings are held twice a month at each school to analyze student data and set next steps for progress toward school improvement. Data in the form of monthly reports are distributed and tracked by the team and distributed to the staff. Science and Social studies student achievement data is included in these reports as part of the well rounded child Title IV funds materials for Science and Social Studies curriculum and and with a major focus on improving student literacy. Student discipline reports and student safety reports are also included. The school resource officer is involved in helping to provide a safe school environment. Also the Wilcox County Sheriff Department provides an ongoing consultation with the school district regarding school safety updates and training in the area of 'intruder or or lockdown procedures" as well as severe weather drills. This data is tracked monthly. Teachers are surveyed at the end of each year as to what materials and programs have been most beneficial in their classrooms to contribute to student success. This survey is part of the needs assessment process and is used to determine funding sources for programs and the continuation of programs.</p> <p>A portion of Title-IV A will be transferred to Title I-A in FY23</p>
---	---

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies	Intervention Effective- Maintain Activities/Strategies
--	--

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	<p>Data from the 2022 year is utilized to justify the class size reduction teachers. The data below is taken from Milestones but benchmark data and formative assessment data support the utilizing of class size reduction teachers for FY23 as well.</p> <p>As a result of class size reduction teachers at Wilcox Elementary, in the Milestones tested grades of 3rd and 5th, in which the class size reduction teacher was funded showed the following in 2019:</p> <ul style="list-style-type: none"> -There was a 2.4% increase over 2021 percentages in ELA students performing at levels III/IV in 3rd grade. -There was a 13.7% increase over 2021 percentages in Math students performing at levels III/IV in 3rd grade. - There was an 1% increase over 2021 percentages in ELA students performing at levels III/IV in 5th grade. -A 12% increase over 2021 percentages in Math students performing at levels III/IV in 5th grade. -A 26% increase over 2021 percentages in reading students performing at levels III/IV in 5th grade. -A 12% increase over 2021 percentages in 4th grade ELA students performing at levels III/IV in 4th grade. -A 16% increase over 2021 percentages in 4th grade Math students performing at levels III/IV in 4th grade. <p>As a result of class size reduction teachers at Wilcox Middle School, in the Milestones tested grades of 6th grade Math and 7th grade math, in which the class size reduction teacher was funded showed the following in 2022:</p> <ul style="list-style-type: none"> -There was a 8.5% increase in percentages in 6th grade Math students performing at levels
--	--

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

	<p>III/IV as compared to how this group performed as 5th graders in 2021.</p> <p>-There was a 5% increase in percentages in 7th grade Math students performing at levels III/IV as compared to how this group performed as 6th graders in 2021.</p> <p>-</p>
--	--

<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</p>
---	--

<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>Due to Covid-19 guidelines the parent engagement activities planned did not take place in person the first half of the year however the parent engagement coordinator provided parent engagement activities through virtual platforms. Parent engagement activities began later in Spring being more in person but poorly attended. The one call now was utilized by administrators and teachers to communicate with parents. Facebook Live was utilized to share information with parents regarding the ever changing guidelines regarding opening and closing of school. Google classroom and other platforms were used to communicate learning goals and lesson plans for students. Due to this virtual aspect the number of parent contacts increased considerably over the prior year.</p> <p>With Covid restrictions in place, the school has not been able to host the in-person meetings as usual. With our information being shared virtually, the method to track participation was not comparable to previous years and not as accurate as a sign-in sheet. For the 2022-23 year parent engagement activities will continue in person with possible virtual as conditions deem necessary. With in person engagement opportunities planned to being offered, we also plan to go back to our participation tracking like we did prior to Covid restrictions. A sample of this tracking method can be found here: Wilcox County Schools Parent and Family Engagement Calendar</p>
---	--

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No Participating Private schools
Title II, Part A	No participating private schools
Title III, Part A	No participating private schools
Title IV, Part A	No participating private schools
Title IV, Part B	No participating private schools
Title I, Part C	No participating private schools
IDEA 611 and 619	No participating private schools