Comprehensive Needs Assessment
2022 - 2023 District Report

Jasper 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	Charles K Garland
Multiple Program(s)	Federal Programs Director	Susan Stone
Multiple Program(s)	Curriculum Director	Carmen Garland
Multiple Program(s)	School Leader (#1)	Dionka Jackson
Multiple Program(s)	School Leader (#2)	Laura Thompson
Multiple Program(s)	Teacher Representative (#1)	Mary Tumlin
Multiple Program(s)	Teacher Representative (#2)	Kim Ragan
McKinney-Vento Homeless	Homeless Liaison	Susan Stone
Neglected and Delinquent	N&D Coordinator	Susan Stone
Rural	REAP Coordinator	Susan Stone
Special Education	Special Education Director	Ashley McElheney
Title I, Part A	Title I, Part A Director	Susan Stone
Title I, Part A	Family Engagement Coordinator	Megan Henderson
Title I, Part A - Foster Care	Foster Care Point of Contact	Kraig Howell
Title II, Part A	Title II, Part A Coordinator	Susan Stone
Title III	Title III Director	Susan Stone
Title IV, Part A	Title IV, Part A Director	Susan Stone
Title I, Part C	Migrant Coordinator	Susan Stone

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Kraig Howell
Multiple Program(s)	Finance Director	Anne Harrison
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Tasia Ellis
Multiple Program(s)	Student Support Personnel	Ashley McElheney

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Laura Thompson
Multiple Program(s)	High School Counselor / Academic Counselor	Jessica Sills
Multiple Program(s)	Early Childhood or Head Start Coordinator	Camilla Moss
Multiple Program(s)	Teacher Representatives	Kim Ragan
Multiple Program(s)	ESOL Teacher	Carmen Garland
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Leah Campbell
Multiple Program(s)	ESOL Coordinator	Susan Stone
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	Charles K. Garland
Title II, Part A	Professional Learning Coordinators	Susan Stone
Title II, Part A	Bilingual Parent Liaisons	Dulce Martinez
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Tawonder Dennis
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	Dulce Martinez
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Amy Wade
Title IV, Part A	Technology Experts	Cara Bockholt
Title IV, Part A	Faith-Based Community Leaders	

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)	N/A
Multiple Program(s)	Private School Officials	N/A
Migrant	Out-of-School Youth and/or Drop-outs	Susan Stone
Title I, Part A	Parent Representatives of Title I Students	Ross Hayes
Title I, Part A - Foster Care	Local DFCS Contacts	Benny Jamison
Title II, Part A	Principals	Pam Edge
Title II, Part A	Teachers	Mandi Allen
Title II, Part A	Paraprofessionals	Stephanie Dean
Title II, Part A	Specialized Instructional Support Personnel	Ashley McElheney
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Middle GA RESA
Title I, Part A	Parents of English Learners	Marcos Sanchez

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Jane Bellflower
Multiple Program(s)	Technical, College, or University Personnel	Judy Cook-Snider
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Ross Hayes
21st CCLC	21st CCLC Advisory Council Members	N/A
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	Camilla Moss
Migrant	Migrant PAC Members	Susan Stone
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	Team leaders were selected to co-chair each of the 5 systems within the Comprehensive Needs Assessment based on their expertise and knowledge of that system. Each team leader(s) then selected a variety of team members to represent a variety of stakeholders (Administrators, Academic Coaches, Teachers, Counselors, School Governance Team Members, Paraprofessionals, Parents, Community members, Family connection representative, TCSG representative, the superintendent and members of the central office administrative team. With the help of interpreters, we have been able to communicate with the English Learner parents to get their input on issues within the schools. The parents have been empowered to advocate more for their children. Building relationships in the community has opened up communication with the parents of our English Learners.

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?	Each team met to discuss and rate each of the systems rubrics, identify data sources and write the summary statements for each of the 5 systems. Each team member and stakeholder were allowed equal input in the decision-making process for each of the 5 systems. As the parents have learned more about our educational system, they have given input. Surveys have been used as well as informal discussion meetings with parents. The contributions of these parents are a vital part of the decision making process.

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 capcity 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, buy 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).

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]	We analyzed the results of the FY22 Georgia Student Health Surveys. These surveys provide data from teachers and parents in grades K-12, as well as from students in grades 3-12. Discipline and attendance data from the FY22 Student Record Data Report were analyzed. We also reviewed responses to our Title I Family Engagement Annual and Family Engagement/Connections surveys.

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?")	A review of parent responses on the Georgia Parent Survey indicate that parents believe that the Jasper County schools are welcoming and inclusive partners with parents and other stakeholders. Parents also report that Jasper County schools communicate well, maintain high standards of achievement and support all students as they grow academically and behaviorally. Students reported feeling safe at school, but indicated inconsistencies in fair treatment by staff, as well as experiencing high levels of stress associated with school work demands. Over 50% of secondary students indicated experiencing feeling sad, depressed or withdrawn one or more days in the last 30 day period. However, 75% of students indicated knowing an adult that they could speak with at school if they needed help. Staff within Jasper County schools report feeling connected, valued and supported within their schools. Staff also report having high standards for achievement, as well as a culture that promotes academic and behavioral success for all students. Decreasing student absences is a priority for the district as indicated in our system's charter petition. As a district, we have modified our attendance goal to reflect all absences. Using the total number of students, from all schools, with 10 or more absences from the FY 21 Student Record Data Collection, Student Attendance Report (ENR021), as baseline data, JCCS will decrease the total number of students with 10 or more absences during the FY 22 school year by 1% (as measured by the FY 22 ENR021 data report). Each school goal is also to reduce the number of students with 10 or more absences by 1%. A review FY 21 attendance data indicates that 25% of our students were absent 10 or more days. Only 11% of that group of students had 10 or more unexcused absences. This is an increase of 1% from 2019. Of the 567 students who accumulated 10 or more absences, 176 students were at the high school, followed by the primary school at 148, the middle school at 138, and the elementary school at 105. Ninth grade had the highest number of students with 10 or more absences, followed by kindergarten and eighth grade. FY22 attendance data indicates that 39% of our students were absent 10 or more

days. Only 11% of that group of students had 10 or more unexcused absences. This is an increase of 14% from the previous year. Of the 1,025 students who accumulated 10 or more absences, 301 students were at the high school, 286 students were at the primary school, 235 students were at the middle school and 203 were at the elementary school. The grade levels with the lowest attendance rates overall were ninth, tenth, eighth and seventh grades.

A review of our subgroup data indicates our white students demonstrated the worst attendance, with no distinct differentiation existing among gender. It is critical that we identify students with attendance issues at an early age, implement interventions, set goals and monitor progress. Including all absences allows us to focus on the overall academic impact of missed days instead of taking a punitive approach for only unexcused absences.

A review of FY 22 discipline data indicates that 92.2% of our students had zero or one discipline incident, compared to 96.4% in FY 21 and 96% in FY 20. The number one disciplinary infraction was disruptive behavior followed by disobedience/insubordination. White males committed the majority of offenses. There were 386 students who received a total of 852 in-school suspension days and 205 students received a total of 947 out-of-school suspension days. The high school had the highest number of students assigned to in-school suspension while the middle school had the highest number of students suspended out of school.

The Title I Survey data, as well as Family Engagement/Connections data, indicated an overall positive perception of all of the schools. Numerous comments from parents indicated a high level of satisfaction with their child's school. Parents indicated communication from the schools and lack of parental involvement as the top issues within the community. The district will continue to focus on helping parents and community members understand what the district and schools are attempting to accomplish while highlighting the outstanding accomplishments of our students. Focus will also be placed on parent/school and district communication, as a means of engaging, informing and involving our parents and guardians as critical stakeholders.

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)	For process data our team analyzed the results of the Impact Check meetings at all four of our schools. Impact Checks are conducted with each school's (BST) or Leadership team twice per year. Mid-Year in January and End-of-Year in May. The central office staff including the superintendent and all executive directors/department heads attend these meetings where they hear reports from each school's teachers and administrators on the progress of their SIP-School Improvement Plans. For each initiative within their SIP the school answers (3) questions at mid-year impact checks: 1) What data/artifacts support that initiatives/actions are being implemented with fidelity? 2) How have these initiatives/actions impacted student achievement? 3) What course corrections do we need to make as a result of this impact check? The same process is followed at the End-of-Year Impact Check meetings answering Questions: 1)What do EOY data/artifacts indicate about the implementation of Course Corrections? 2)What are the implications for the 2022-2023 Continuous Improvement Plan (CIP)? The data from both of these meetings allows schools and the district office to track the progress/status of implementation of School Improvement Plans throughout all four schools.

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?")	At the primary and elementary school it is clear that their implementation is working very well. Likewise at the high school it is evident that teachers are focused on the needs of students and not the adults. The high school and middle school have reduced the number of initiatives in their SIP to focus on targeted areas in reading, math and attendance. The teachers and not administrators are leading the meetings and the conversation focused on making course corrections aimed at ensuring students are mastering standards through re-teaching and re-assessment. Course corrections to the SIP were recommended by teachers and they seem to believe in these changes and how they will improve student achievement.

What achievement data did you use?	We used 2022 preliminary Milestones data, NWEA MAP and GMAP data, as well as Write Score data to both plan school improvement plans and monitor their implementation. However, MAP achievement and growth scores are used as the primary tool to plan and drive instruction. We gather and analyze trend data for both Milestones and MAP to help us identify areas and/or grade levels that are not improving and may need further professional learning or assistance. With Write Score, schools analyze data at the grade and teacher level to identify specific writing skills that students need.

What does your achievement data tell you?	Student Achievement trend patterns identified are: Research based and evidence based methods must be utilized. Teachers need additional professional learning on how to read data, look for student data trends, and design instruction for groups of students, as well as individual students.
	Milestones Data, as well as MAP and GMAP data show
	Student Achievement trend patterns identified are:
	Low percentage of students scoring at proficient or higher on state assessments.
	Low growth for students in 3rd and 6th grades.
	Hispanic students are out performing all other groups in math.
	Identified Needs:
	Students need direct instruction in writing and reading.
	Students continue to need direct instruction in math, though improvement has been demonstrated in certain areas and grade levels.
	We are however working to define our gaps and address these gaps by consistently implementing instruction and curricular tools that target our students' needs. Most of our students demonstrate mastery in the developing, or level, category. The data is as follows:
	Milestones EOG Data:
	Math:
	3rd - 81% of our students were levels 2-4, 33% were levels 3,4 and 4% were level 4.
	4th - 80% were levels 2,3,4, 41% levels 3,4 and 10% were level 4.
	5th - 72% were levels 2,3,4, 32% were levels 3,4 and 11% were level 4.
	6th - 56% were levels 2,3,4, 13% were levels 3,4 and 2% were level 4.
	7th - 71% were levels 2,3,4, 23% were levels 3,4 and 5% were level 4.
	8th - 71% were levels 2,3,4, 32% were levels 3,4 and 10% were level 4.
	*8th - Algebra 1 -100% were levels 2,3,4, 100% were levels 3,4, and 0% were level 4.
	Reading:
	3rd - 49% were levels 2,3,4, 18% were levels 3,4, and 4% were level 4.
	4th - 65% were levels 2,3,4, 30% were levels 3,4, and 5% were level 4.
	5th - 74% were levels 2,3,4, 31% were levels 3,4, and 7% were level 4.
	6th - 59% were levels 2,3,4, 28% were levels 3,4, and 5% were level 4.
	7th - 62% were levels 2,3,4, 22% were levels 3,4, and 3% were level 4.
	8th - 73% were levels 2,3,4, 34% were levels 3,4, and 7% were level 4.
	Science:
	5th - 73% were levels 2,3,4, 41% were levels 3,4, and 8% were level 4.
	8th - 38% were levels 2,3,4, 11% were levels 3,4, and 1% were level 4.
	*8th Physical Science - 96% were levels 2,3,4, 63% were levels 3,4, and 16% were level 4.
	Social Studies:
	8th - 63% were levels 2,3,4, 19% were levels 3,4, and 2% were level 4.
	MAP Data
	Our district gives the MAP Growth Assessment for Reading and Math 3 times

per year, Fall, Winter, and Spring. We analyze the percentage of students at the low (21%), Low Average (21-40%), Average (41-60%), High Average (61-80%), and High (80%) levels. This year, students in grades 3-8 participated in a Spring administration of GMAP; therefore, these grade levels do not have an EOY score. Below is a breakdown of the results:

Reading:

Kindergarten - 73% of our students were Average to High (41%)at EOY. 15% of our students tested in the low to low average range at BOY and at EOY this was increased to 27%. This is a decrease of 12% into the Average and High categories.

1st - 70% of our students were Average to High (41%) at EOY. 18% of our students tested in the low to low average range at BOY and at EOY it was increased to 30%. This is a decrease of 12% into the Average and High categories.

2nd - 62% of our students were Average to High (41%) at EOY. 56% of our students tested in the low to low average range at BOY and at EOY it was reduced to 38%. This is an increase in 18% into the Average and High categories.

Math:

Kindergarten - At the BOY, 28% of our students were in the Low, Low Average categories. At EOY, 18% of our students were Low, Low Average. At BOY, 72% of our students were in the Average to High categories. At EOY, 82% of our students were in Average to High.

1st - At the BOY, 22% of our students were in the Low, Low Average categories. At EOY, 29% of our students were Low, Low Average. At BOY, 78% of our students were in the Average to High categories. At EOY, 71% of our students were in Average to High.

2nd - At the BOY, 57% of our students were in the Low, Low Average categories. At EOY, 34% of our students were Low, Low Average. At BOY, 43% of our students were in the Average to High categories. At EOY, 66% of our students were in Average to High.

GMAP Data:

Reading:

3rd Grade: 53% Low/Low Avg; 47% Avg to High
4th Grade: 50% Low/Low Avg; 50% Avg to High
5Th Grade: 49% Low/Low Avg; 51% Avg to High
6th Grade: 54% Low/Low Avg; 46% Avg to High
7th Grade: 57% Low/Low Avg; 43% Avg to High
8th Grade: 57% Low/Low Avg; 43% Avg to High

Math:

3rd Grade: 42% Low/Low Avg; 58% Avg to High
4th Grade: 42% Low/Low Avg; 58% Avg to High
5Th Grade: 31% Low/Low Avg; 69% Avg to High
6th Grade: 51% Low/Low Avg; 49% Avg to High
7th Grade: 43% Low/Low Avg; 57% Avg to High
8th Grade: 35% Low/Low Avg; 65% Avg to High

Milestones EOC Data
As compared to the 2021 EOC results, grades 9-12 demonstrated a decrease in overall proficiency in Biology and US History. Biology decreased from 42% to 32% with 5% of these students scoring in the distinguished range. This is slightly lower than 2021 where 9% score at the same level. US History decreased from 53% proficient in 2021 to 50% in 2022. However, 11% scored at the distinguished level as compared to 4% in 2021.
American Literature results in 2021 showed a 4% decrease (35% to 31%) in the level of proficiency. The number of students scoring at the distinguished level was maintained at the previous year's level of 2%.

Another decline noted in proficiency levels as compared to 2021 was in the area of Coordinate Algebra. A 4% decrease was noted (32% to 28%). Additionally, the number of students scoring distinguished decreased in percentage from 3% to 1%.

Of the four subjects above the following scored above 75% in terms of development or above for the 2022 school year. Coordinate Algebra (82%), US History (79%), and American Literature (81%). Biology scores demonstrated a decrease from 76% in 2021 to 64% in 2022. Algebra 1 was only offered at Jasper County Virtual Academy and yielded scores of 10% developing and 10% proficient. No comparison scores from 2021 are available for this assessment.

SAT Data
Unofficial results from 2022 demonstrated a SAT average for the graduating cohort as compared to the previous two years. In 2020 the average score was 944. In 2021, the average score (not-super scored) was 1028. For the class of 2022, the average unofficial score (not super-scored) was 1040. The participation rate was 43%. A 2 point increase (512 to 514) was noted in the math average with a 10 point increase in ERW (515 to 525). If a student participated in multiple SAT sessions, then the last reported score was used to calculate progress.

MAP Growth - Grades 9-12
The MAP Growth calculations demonstrate the amount of progress made from Fall 2021 administration to Spring 2022 administration. 52% of 9th-grade students met growth targets in Math. All subgroups demonstrated growth in terms of predicted growth average. The largest gain was with Hispanics attaining three times their projected growth. Black students exceeded the projected growth, while their white counterparts failed to meet growth targets.

In terms of 9th-grade reading, African-Americans exceeded growth targets. White students met growth targets as a subgroup. Individually, 51% of the 9th-grade students met growth targets in reading.

In 10th grade math, all averages for subgroups (African-American and White) demonstrated meeting projected growth targets. 55% of all 10th-grade students met growth targets in math.

	For 10th grade reading, all subgroups (African American and White) met growth in reading. Black students exceeded their growth target by demonstrating a growth measure of 7, versus the predicted growth of 2.8. 58% of all 10th-grade students met growth targets in reading. MAP Summary: Overall, our MAP scores were not as high as we would have hoped, but we must take into account the amount of learning recovery that must take place in response to COVID 19. Our district must work to improve the support offered to students who need additional academic support to maximize their learning potential. The evaluation of our subgroups is as follows: Reading (achieving projected proficiency) Black - 46%, Hispanic 56%, White 43% and Math - Black - 60%, Hispanic 65%, and White 61%. This data demonstrates a relative strength in the area of math for all students, as well as relative academic strength among hispanic students over their black and white peers. Write Score Data Since MAP does not have a constructed or extended response portion, we have contracted with Write Score to provide our students with practice writing assessments (3) times per year. Instruction focuses on one genre per 9 weeks followed by the appropriate practice tests. Students receive practice online in grades 3-8 and paper in pencil in grades 1 & 2. Students are assessed in Informational Writing, Argumentative/Persuasive Writing and a Narrative Reading/Writing Assessment. While some grade levels did demonstrate improvement, overall, the data shows that writing is an area of weakness. The scores are out of 7 total points and are as follows: 1st - 2.99, 2nd - 2.31, 3rd - 1.3, 4th - 2.33, 5th - 3.03, 6th - 2.8, 7th- 3.3, 8th - 3.73. We will continue to work on writing and will implement a writing component through iReady, with fidelity in grade levels K-8, that will help to further develop writing skills.

What demographic data did you use?	We analyzed demographic data from the Georgia Milestones Assessment, MAP Growth Assessments and Attendance Data.

What does the demographic data tell you?	**Milestones EOG 2019 Demographic Data**- the most significant achievement gaps observed on the EOG are between Special Education students and the ALL students category. In ELA at Levels 2-4 there is approximately a 25 point gap in grades 3-5 but that widens to a 50 point gap in middle school. At Levels 3-4 the gap is very significant with only 15% of Special Ed students in grades 3-5 and NO students at the middle school. In math at Levels 2-4 there is approximately also 25 point gap in grades 3-5 and again widens to a 50 point gap in middle school. At Levels 3-4 the gap is very significant with only 10-12% of Special Ed students in grades 3-5 and again NO students at the middle school. The second most significant achievement gap on the EOG assessments is in the

gap between black and white students.   In ELA the gap in grades 3-5 ranges from 7-17 points at Levels 2-4 and increases at the middle school to 25-33 points compared to the scores of white students. At Levels 3 & 4 the achievement gap is around 7 in 3rd and 5th grade with a huge difference of 26 points in 4th grade, it continues to increase in grades 6 & 7 to 30-36 points before it comes back down to 19 points in 8th grade. In Math at Levels 2-4 the gap in grades 3-5 is around 10 points (slightly higher than in ELA - but no large 17 point gap in 4th grade). At the middle school the achievement gap between black and white students widens to around 15 points but still smaller than the 25 point gap observed in ELA. At Levels 3 & 4 the gap tends to increase overtime in 3rd grade it is 9 points, up to 35 points in 4th grade, with almost no achievement gap in 5th grade but then it starts to increase during middle school from 18 points in 6th grade up to 34 points in 8th grade.

It is obvious in looking at this data that there is a problem with both special education and black students in the elementary school but that this gap accelerates in the middle school and widens even more.

Milestones EOC 2019 Demographic Data- we analyzed EOC demographic data in the areas of math and literature ONLY. Again, the most significant achievement gaps are with our Special Education Students with gaps of 46 and 51 points compared to ALL students at Level 2-4 in ELA and a 29 point gap vs. ALL students at Levels 3-4. There were not enough Special Education students to make subgroups for comparison in our high school math courses.

Again, our African-American students are performing below our white students at the high school although the gap seems to close somewhat from middle school. In ELA at Levels 2-4 there are gaps of 12 & 18 and at Levels 3-4 gaps of 19 & 23. It appears black students are struggling more in American Lit than in 9th grade Lit. In math at Levels 2-4 there are gaps vs. white students of 19 & 23 and at Levels 3-4 15 & 20. It also appears that our African-American students struggle about the same in both the Literature and Math classes, which makes us think these are the same students in both areas.

MAP Demographic Data
An analysis of Spring 2021 MAP data indicated minimal variance in the performance of students in the following subgroups: black, hispanic, multi-ethinic, white.

In grades 9-12 all ethnic subgroups met or exceeded the projected growth when compared to grade level norms in math and language arts with the expectation of 9th grade black students. In grades 6-8 math and language arts observed growth was below expectations for all ethnic subgroups at all grade levels. The observed growth in Math grades 5 met or exceeded the projected growth in all ethnic subgroups. In Grades 3 & 4, all ethnic groups met or were just slightly below the projected growth in Math. In language arts, the majority of the ethnic subgroups performed below the projected growth. However, 4th grade white students, 5th grade Hispanic and white students met or exceeded the projected growth. No significant disparity was noted among the performance of subgroups in math or language arts.

An analysis of the Spring 2021 MAP data indicated some areas of concern in the performance of students in the following subgroups: 504, economically disadvantaged, special education, gifted.

The performance of 504 students is only reflected in grades 7,8, 9 due to fewer students in other grades. In math the performance at these grade levels met or exceeded the projected growth except for 8th grade. In language arts, none of the grade levels above met the projected growth expectation.

The economically disadvantaged subgroup met or exceeded the projected growth in Math at grades K, 1, 2, 5, 7,9,10,11. Grade levels 3,4,6 did not meet the projected growth in Math. In language arts, the economically disadvantaged subgroup met or exceeded the projected growth at grades K,1,2, 7,10. Grades 3, 4,5, 6, 8, 9 did not meet projected growth in language arts.

The gifted subgroup growth data is only reflected in grades 2-10. Grades 3, 4, 9,10 met or exceeded the projected growth in Math. Grades 2, 4, 7, 8 did not meet the projected growth in Math. In language arts, the gifted subgroup met or exceeded the projected growth in grades 2, 3, 5,9,10. Grades 4, 7, 8 did not meet the projected growth in language arts.
*no "observed growth" score for gifted 6th grade

The special education subgroup growth data was available for grades 2-9. In Math Grades 2, 5, 8, 9 met or exceeded the projected growth. Grades 3, 4, 6. 7 did not meet the projected growth in Math. In language arts, grades 2, 4, 5, 6, 10 met or exceeded the projected growth. Grades 3, 7, 8, 9 did not meet the projected growth in language arts.

The performance of our subgroups is an area of concern. Our students with disabilities are reaching mastery standards at a level commensurate with the general population. The district needs to focus on addressing the learning needs of this subpopulation as well as gifted students and economically disadvantaged.

Attendance Demographic Data

Decreasing student absences is a priority for the district as indicated in our system's charter petition. As a district, we have modified our attendance goal to reflect all absences. Using the total number of students, from all schools, with 10 or more absences from the FY 21 Student Record Data Collection, Student Attendance Report (ENR021), as baseline data, JCCS will decrease the total number of students with 10 or more absences during the FY 22 school year by 1% (as measured by the FY 22 ENR021 data report). Each school goal is also to reduce the number of students with 10 or more absences by 1%. A thorough review of six years of attendance trend data indicates that in FY 21, 25% of our students were absent 10 or more days. Only 11% of that group of students had 10 or more unexcused absences. This is an increase of 1% from 2019. Of the 644 students who accumulated 10 or more absences, 176 students were at the high school, followed by the primary school at 148, the middle school at 138, the elementary school at 105, and preschool at 77. Ninth grade had the highest number of students with 10 or more absences, followed by kindergarten and eighth grade. A review of our subgroup data indicate the following: White – 66%, Black 19%, Hispanic – 9%, Multiracial – 6%, SWD – 14%, Female – 51%, and Male – 49%. In summary, our White students had the

	worst attendance. It is critical that we identify students with attendance issues at an early age, implement interventions, set goals and monitor progress. Including all absences allows us to focus on the overall academic impact of missed days instead of taking a punitive approach for only unexcused absences.

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

| 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? | The district has four schools, including one primary (pre-K-2), one elementary (3-5), one middle (6-8) and one high school (9-12). The district is accredited through Cognia. All schools are Title I schools. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-K through 12th grade. A virtual program is also available to students in grades 6-12. These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size. In addition to using the state mandated assessments, MAP assessments in reading and math are used in grades K-10 to provide additional data and progress monitoring of students.

Structures are in place to help teachers plan for quality instruction. The district meets with Instructional Coaches monthly to ensure that teachers are following district guidelines which include daily lesson plans, using research, evidence based, and high leverage practices, and assessing data. By following these guidelines, teachers should be designing lesson plans that define what students should know and do, as well as outlining how they will demonstrate mastery of the content showing what they know and what they can do. Principals review all lesson plans and discuss feedback with the ICs at each school. We see the need to provide more professional learning for teachers and principals to increase rigor and differentiation. We will continue to revise these structures to grow our district.

The primary, elementary, middle and high schools have weekly PLC meetings. During weekly PLC meetings, Instructional Coaches meet with teachers, look at data, and provide guidance to teachers. They utilize MAP, Reading Fluency, Reading Horizons, Iready, USA Test Prep, classroom tests and benchmarks, and more. This research based data helps teachers and ICs develop lesson plans and differentiate for students. It also provides them with the ability to group students for remediation and acceleration. They work to group students who need interventions and meet with the students during intervention/enrichment time to meet their needs. At the primary level, teachers develop differentiated small group reading and math lesson plans that |

Strengths and Challenges Based on Trends and Patterns

are used daily. The MAP learning continuum is utilized by the teacher to design specific individual learning targets for both reading and math for each child in their classroom. The elementary school has WIN (What I Need) time based on need. The middle school meets the identified needs of students during a specified time (ILT-Individual Learning Time). The high school has Hurricane prep. During this time, the teachers use responsive scheduling to schedule students for remediation or acceleration. These groups change weekly. We would like to ensure models such as these continue to improve and permeate through all schools. EIP teachers utilize this data to develop plans and monitor progress for low performing students. We strive to meet the needs of all students. We will continue to revise the process and improve our individualized instruction.

At the beginning of this year, we looked at our data and identified learning loss in reading and math. We reviewed the MTSS tracking tool that we had purchased during the 21-22 school year and made the decision that this was not giving us the data points that we needed. The JCCS data team begin to research additional options to ensure we were able to correct data pieces. The team decided to use a MTSS data tracking piece in our student information system. The MTSS tracking tool will help teachers, administrators, counselors, and district office personnel to evaluate where our students are in the MTSS pyramid. Our goal is to move all students into Tier 1. Providing Tier 2 students with individualized instruction and interventions to bring them back to Tier 1 and keep them out of Tier 3 is also a priority. JCCS has a system for MTSS and when a student reaches Tier 3, the MTSS team reviews all records from Tier 1 and 2 and devises an individualized plan with additional support and materials. The MTSS team eventually makes a determination for each student.

Our district needs to include more research and evidence based practices. Our goal is to ensure every classroom is utilizing these practices and monitoring success rates. We will continue professional development on differentiation, as it has been noted as an area in which we need to grow. ICs will provide teachers with feedback and administration will determine if the practices were utilized when observing TKES.

We will continue to improve by supporting our teachers and providing PL to help them use all data points to inform instruction. We will provide explicit instruction to teachers on differentiated instruction. Our core instruction must become more rigorous and challenging. In order for us to achieve our goal of 80% of students in Tier 1, we must improve our core instruction, teachers must buy in, and we must offer quality PL instruction. We must support our

Strengths and Challenges Based on Trends and Patterns

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<td>principals by providing guidance on expectations of the instructional lead.

These are two vital links in the chain of communication that need to be evaluated. Processes for communication and their implementation need to evaluated and strengthened. District office staff need to be more visible in the schools and provide additional support to the schools.</td>
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<td>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?</td>
<td>From our discussion and the results of the data collection, a clearly defined, collaborative, data driven budget process to ensure the equitable, efficient, and transparent distribution of resources to support learning and teaching.

Also from our discussion and the results from the data collection, a focus needs to be placed upon building support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching.

It has been very difficult to sustain a consistent communication process due to the pandemic guidelines. The group agreed appropriate levels of communication is the key for improved engagement. Finding the right balance of communication and strategic times of delivery were important to the group. The group strongly agreed consistency in how we communicate would help with promoting school goals.

The recommendation was made of an established timeline for budgetary consideration to be developed for the FY 24 school year. Local, state and federal budget work should begin in January of each year with a recommendation made by the Superintendent to the Board of Education of a local budget in June each year for consideration.</td>
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Strengths and Challenges Based on Trends and Patterns

| | The group unanimously agreed training sessions with key school leaders be held to define how monies are received, recommended for allocation to schools (federal), and clearly defined expectations of how monies can be used for school improvement.

The team believed protocols and processes for problem solving, decision making, and removing barriers are improving within the system. A key component to promote the improvement are the mid-year impact checks involving individual school leaders.

The district does utilize the TKES and LKES processes to emphasize continuous improvement in the professional capacity of staff. Use of this data will continue to be critical in planning and monitoring improvement within the individual schools.

There is still a need for on-going, job embedded professional learning to support leaders in implementing sound school improvement processes and procedures, supporting new administrators and developing aspiring, new leaders within the district. |
|---|---|

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?	Recruitment and Retention of teachers continues to be an issue for the district The new recruitment team has made efforts to increase the number & quality of candidates applying of positions in the district. Endorsements are supported by the district in the following areas: ESOL, PBIS, Gifted, STEM, Sped Transition, Reading, Math, MTS/RTI, computer science Professional Learning continues to be a focus of the district as the primary method of improving student achievement throughout all schools and grade levels. The implementation of MAP has allowed the district to monitor student progress throughout the year and along with a renewed focus on the data teams to make this a consistent process throughout the district. ESOL strategies are shared with faculty. Finally, almost all professional learning is now job-embedded and aligned to the district & school improvement plans. Professional learning activities are focused on effective implementation of specific instructional programs and strategies to improve student outcomes. The district provides PL opportunities based on the needs identified in TKES and LKES, for individual professional growth as well school/district improvement initiatives. The district has also provided job embedded, individualized professional development through a partnership with the The Education Leadership Group. This PL provides specific leader development

Strengths and Challenges Based on Trends and Patterns

	support for our four school leaders. The district also has a need to begin developing aspiring leaders to ensure their readiness as current leaders retire, change districts, etc.

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?	Strengths ● District Wide Parent Engagement Coordinator provides consistency in planning events, staff training, parent workshops. ● Parent Resource Center available to parents in one location. ● Curriculum Orientations were very helpful and it is a one stop shop for stakeholders and parents to make readily available to everyone at any time. ● Collaboration with IAL grant to increase family engagement in literacy within homes and community ● Use of REMIND as consistent mean of communication between families and school staff ● The Literacy event was a huge success with the partnership of community resources and schools at one time with opportunities for everyone in the family to attend. ● Parents indicated satisfaction with their child's school on the Title I Parent Survey ● Exciting and useful Family Engagement activities are organized and implemented at all schools: (Literacy, Math, and Science Nights, STEM Nights, FAFSA Sessions, 9th Grade Family Orientation, CTAE Nights, 6th grade orientation, Kindercamp, 9th grade Jump Start, JCPS parent conferences in fall and spring, etc. Challenges: ● Getting parents to attend parent/family activities- we have interest but few follow through to attend events is sometimes weak ● Routinely obtaining feedback and from families regarding their needs, overall satisfaction with child's education, etc. as well involvement in problem solving discussions regarding school improvement ● Ensuring new students enrolling in the district throughout the year receive the same notifications, resources, etc. as parents/families receive at the beginning of the year ● Translation/Interpretation of letters, communications with parents, etc. into Spanish ● Maintaining accurate parent/family contact information in student information system

Strengths and Challenges Based on Trends and Patterns

| **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? | The Jasper County Charter System continues to focus on its students with a drive to provide the highest quality educational experience possible. The system takes pride in the student achievement gains and academic performance of our students. However, we realize the critical need of increasing academic rigor specifically in literacy and mathematics; providing all students with individual learning goals aligned to their needs; increasing the quantity and quality of course offerings through secondary and post-secondary partnerships, and continuing to be responsible stewards of taxpayer resources.

After a thorough review of FY 22 data, targeted professional learning opportunities for teachers and leaders will be implemented throughout the FY 23 school year. Although there was a slight decrease in FY 22 student attendance, the district continues to designate personnel to track attendance and provide support to students and parents. Increasing student attendance continues to be a primary goal for the JCCS. JCCS continues to work with the courts, community agencies, and stakeholders in an effort to reduce truancy.

The district has noted an increasing need for mental health services. JCCS will hire a counselor/therapist to serve the county for their mental health needs. Over 100 students received one or more individual counseling sessions during the FY 22 school year. Four students were referred for immediate in-patient treatment due to suicidal ideations. JCCS believes that the additional mental health counselor on staff will offer support daily during school hours as well as after school hours because they will be contracted employee with the school system.

Teacher recruitment and retention is part of our strategic plan, especially efforts focused on minority recruitment/retention. Providing support to beginning teachers through the recently implemented New Teacher Academy has improved retention and the quality of instruction.

Technology in the community continues to be a challenge. Our system continues to explore opportunities to increase wi-fi access for our students. IAL grant has provided numerous resources to increase literacy in our community from birth to 5th grade. A multitude of print and digital literacy resources have been provided to students, classrooms and schools. The IAL grant also provided Smart Boards in grades PL - 5 to assist in providing engaging literacy lessons. A mobile literacy lab, known as the big purple bus, visits various parts of the county four days a week providing literacy resources and wi-fi access.

Laptops have been upgraded at JCMS and JCHS to ensure quality planning and lesson implementation using the Smart Boards and Chromebooks recently purchased. Students are more engaged in instruction when the Smart Boards |

Strengths and Challenges Based on Trends and Patterns

	and Chromebooks are used appropriately.

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?	The financial and demographic trends identified in the district are: 1) A very low tax base that results in reduced revenue and a limited local budget and reduced fund balances. 2) High poverty within the district and community creates a high number of at-risk students needing specialized instruction and services. 3) Reduced funds within the district to utilize on those students most at risk and in need of specialized instruction and/or additional resources.

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?	Low percentage of students scoring at proficient or higher on state assessments. Low growth for most students, especially in 3rd, 4th, 6th, and 8th grade. Overwhelmingly more males met growth in math from Kindergarten to 5th and Females met from 6th to 10th. More males met projected growth in reading K-4 and 9 and females met 5-8 and 10th. Well below average writing scores. Hispanic students are out performing all other groups in math. Identified Needs: Students need direct instruction in writing and reading. Students need direct instruction in math. Research based and evidence based methods must be utilized. Teachers need additional professional learning on how to read data, look for student data trends, and design instruction for individual students. Implementation of expectations needs to be monitored by school and district leaders

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	
	1)The parent survey data indicates that the majority of parents believe that they are considered an equal partner in planning and making decisions about

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.**

	their child's program, evaluation reports and other information are written in understandable terms, teachers are available to speak with them, accommodations and modifications are discussed at IEP meetings, and the school offers a variety of ways for them to communicate with teachers. 2) The processes implemented to track course completion at the High School have been instrumental in maintaining the graduation rate for SWDs. 3) JCCS ensures that students with disabilities are educated with students who are not disabled to the maximum extent possible. 4) The JCCS preschool, composed of Georgia PreK and Head Start programs, utilizes explicit entrance and exit data sources to determine each student's progress and need for further development. 5) JCCS has implemented a systematic and explicit phonics program in grades K-12, which is used as an intervention with students with disabilities in grades 4-12 to increase literacy. 6) JCCS now has a Transition Coach who completed the Transition endorsement through Middle Ga. RESA who has played an instrumental role in re-establishing the CBI/CBVI opportunities for students at the high school level with the most significant disabilities.

Challenges	
	1)General and special education teachers need additional professional learning and support in teaching collaboratively in the general education class while embedding specialized instruction into the instructional planning, implementation and evaluation. In addition, additional professional learning and support for special education teachers is needed in using data to drive specially designed instruction and supports. 2) Special education teachers who teach the alternate curriculum need further professional learning and coaching on adapting the curriculum to meet individual students' needs at an age-appropriate level. 3) While the district has provided guidance as well as processes and procedures

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.

	for writing compliant transition plans, there continues to be a need for a systematic and strategic approach to monitoring transition planning and transition goals. In addition, there have been challenges with GVRA's involvement with our students despite the district's attempts to collaborate with GVRA and students' having consent/authorization to release information on file. In addition, the geographical location of the district and limited industry and post-secondary resources within the county can make it challenging for students to obtain employment and/or other post-secondary work-readiness programs. 4) Compliant processes and procedures in implementing IDEA need to be evaluated and revised as needed. A process for monitoring regular progress monitoring of goals needs to be developed and systemically followed.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	1) Provide mental health services to at-risk students and families within the school setting. 2) PLC process in place in all schools to analyze data, identify and address achievement gaps with various sub-groups 3) Expansion of CTAE programs to attract & engage more at-risk students 4)One-to-one technology in all four schools in the district.

Challenges	1) Student attendance continues to be a major issue with at-risk students and families 2) Continued achievement gaps between economically disadvantaged students and their non-ED peers 3) Lack of access to technology and internet in the homes of students.

Title I, Part A - Foster Care

Strengths	1) Collaboration with all community agencies 2) Transportation 3) Social Worker will be county designee

Challenges	1) The increase in the numbers of foster care students coming from outside the community and school district. These students often come to us with serious academic, behavioral, and/or emotional issues, yet the system frequently does not receive any background information prior to or at the time of enrollment. 2) Transiency of these students makes it difficult to develop educational plans or effective interventions because they are often withdrawn before they can be implemented.

Title I, Part A - Parent and Family Engagement

Strengths	By having a Districtwide Family Engagement Coordinator there is more consistency in the planning of family events, trainings and workshops. Having a parent resource center in one location available for families Centralized registration for enrolling students is more effective and easier for the families/parents Curriculum Orientations were very helpful and it is a one stop shop for stakeholders and parents to make readily available to everyone at any time. Parent workshops related to parent needs and topics. The Literacy event was a huge success with the collaboration between community resources and schools in providing opportunities for everyone in the family to attend and engage. The consistency of teachers and schools in following the established procedures of contacting parents/families regarding attendance, academic and behavioral issues. Parents indicated satisfaction with their child's school on the Title I Parent Survey

Challenges	Getting more families to participate in engagement activities Having accurate contact information for parents in our SIS Parents/Family's understanding the value of their role in their child's education

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	The district continuously analyzes enrollment/withdrawal data and academic progress of identified migrant students. The LEA also communicates monthly with MEP staff to review already identified migrant students. All students receive an annual Occupational Survey to determine possible candidates for migrant services. All surveys are reviewed by the district and students who are possibly eligible for MEP services are forwarded to our regional MEP recruiter. The district has partnered with ABAC to provide technology, community resources, tutoring, and mentoring resources to migrant students. JCCS schools are consistent in providing the Occupational Surveys and their returns.

Challenges	Our migrant students who have been identified and qualify for additional MEP services have oftentimes experienced a significant delay receiving services from the MEP program. Student attendance has been an issue for some of our migrant students. A challenge is ensuring that the Occupational Survey is received from new students enrolling throughout the school year.

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

Strengths	Jasper County does not currently have any existing facilities for neglected and delinquent children. If such programs were to open in Jasper County, the school district liaison would work cooperatively with the facilities director to determine the educational needs of eligible students.

Challenges	Jasper County does not currently have any existing facilities for neglected and delinquent children. If such programs were to open in Jasper County, the school district liaison would work cooperatively with the facilities director to determine the educational needs of eligible students.

Title II, Part A - Supporting Effective Instruction

Strengths	Recruitment Committee -district committee developed to attend job fairs, recruit staff New Teacher Orientation - provides assistance to new teachers Beginning Teacher Induction - provides support and ongoing, job embedded Professional Learning for teachers with 0-3 years of experience 1)Charter Waiver - has allowed the district to write minimum professional qualifications to allow the district to locate "hard-to-fill" or CTAE positions to meet the needs of students. 2) Instructional Coaches at the Primary, Elementary, Middle and High - provide ongoing support to teacher and job embedded professional learning focused on effective teaching

Challenges	1) Minority hiring continues to be an area of focus within the district, Bilingual teachers and other staff are needed as well to meet the needs of our ELL students and their families 2)Leadership development of current educators - district is beginning to see retirements of key leaders and more will come in the near future, need for well trained and effective leaders will become more of an area of need in the coming years 3) Retention of teachers has improved over the past three years. The Retained teacher FTE percentage has from 84% in 2020 to 82% in 2021. The retention of effective teachers continues to be an area the district needs to monitor and strategically plan to sustain and continue growth in. Three school's retention rates have improved according to the retained teacher FTE percentages from 2020 to 2021 as follows: (JCHS 83 to 90%, JCMS 81 to 84%. JCPS' retention rate dropped to 81% from 83% and WPES' rate dropped to 63% from 84%.

Language Instruction for English Learners and Immigrant Students

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

Language Instruction for English Learners and Immigrant Students

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

Strengths	The ESOL Coordinator and LEA provides community resources and services for the Spanish speaking community. These services include adult ESOL classes, educating parents about the public school system, informing parents of parental and student rights, assisting with transportation, connecting parents with available community resources and bridging the language barrier for the parents. The academic performance of English Learners, as assessed through local and state assessments, continues to increase. Data indicate that many of our EL students are performing at or above the district average. Although preschool students do not receive ESOL services, the district has seen a notable increase in the number of potential EL students enrolling in preschool. JCCS has made it a priority to collaborate with the preschool director to provide educational strategies to the students and share information about available community resources. The Title III program in JCCS has been able to provide a literacy program for the families using dual text children's literature in our "Bilingual Book Club". Parents of ELs are able to learn English through Rosetta Stone. The ESOL program has grown in JCCS to the point that we now have become an independent Title III district and no longer will be part of a Title III consortium. With regard to students with immigrant status, JCCS identifies birth country and determines eligibility based upon cumulative time in U.S.

Challenges	Required professional development for general education teachers & administrators is a definite challenge. Language barriers and lack of bi-lingual services inhibit parent involvement and participation. Due to increased enrollment of EL students, all JCCS schools will likely have a subgroup of English learners.

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

Strengths	1) Identification of students within the district 2) Coordination of services within the district and community 3) Local resources available to students and families 4) Jasper County is a small, rural community which helps in the process of identifying students and families who qualify for McKinney Vento services.

Challenges	1) The mobility of students and families 2) Lack of transportation services 3)Temporary housing options are non-existent in our community. 4) Families often have to travel to neighboring communities for mental health or other related services.

Title I,Part A - Equitable Access to Effective Educators

Strengths	1) Recruitment efforts & Improved school climate have improved the quality and experience level of new teacher hires 2) Beginning Teacher Induction has improved the effectiveness and contentment of the our inexperienced teachers. It has provided them with structured, ongoing, job embedded professional learning throughout their initial three years in teaching. 2) Professional Learning Communities are established in all schools, grade levels and departments as the primary tool for data analysis, and common unit and assessment development/planning. 3) Job-Embedded Professional Learning is common throughout all schools ensuring that ALL teachers are receiving the same instruction and guidance. 4) The PLC model is removing the the variance of instruction between teachers within a grade level and between grade levels and schools. 5) TKES process is being used to focus on the implementation of school level instructional initiatives. This provides feedback to teachers and encourages school-wide implementation.

Challenges	Retention of teachers has improved over the past three years. The Retained teacher FTE percentage has from 84% in 2020 to 82% in 2021. The retention of effective teachers continues to be an area the district needs to monitor and strategically plan to sustain and continue growth in. Three school's retention rates have improved according to the retained teacher FTE percentages from 2020 to 2021 as follows: (JCHS 83 to 90%, JCMS 81 to 84%. JCPS' retention rate dropped to 81% from 83% and WPES' rate dropped to 63% from 84%. The hiring and retention of minority teachers is a need as well. The district would like to have more bilingual teachers to support our ELL students and their families.

Title IV, Part A - Student Support and Academic Enrichment

Strengths	All four schools completed their 7thyear of PBIS implementation. School PBIS teams meet monthly to analyze data and modify their school action plan if needed. At least twice per year, the district PBIS coordinator shares behavior data and the district action plan with district staff and stakeholders. Middle GA RESA staff assist the district PBIS coordinator and the schools with walkthroughs twice per year. Title IV funds were made available for staff to participate in the FY 22 statewide PBIS conference. The district will hire a full time mental health counselor. This past year approximately 100 students participated at least one counseling session and at least seventeen students were referred for immediate in-patient services due to suicidal ideations. Without these school-based services, many of the participating students would not have received the mental health services. A full time mental health counselor will be funded through Title IV and local funds. We will continue to fund a full-time behavioral interventionist. Our music and art teachers attended their professional conferences (GMEA & GAEA)as Title IV funds paid for their registration and travel expenses. Title IV funds also allowed us to send two teachers per school to the GaETC Conference (in the past only the media specialist from each school could attend this conference) to learn about best practices and the most recent innovations in the implementing technology and in the classroom and appropriate instructional strategies. These teachers returned to their schools to redeliver the training they had received to their colleagues. Title IV funds allowed us to create a Kindercamp for rising kindergarten students that were at risk due to behavior and/ or attendance. This 3 day camp prior to school starting allowed students and families to transition smoothly into the primary school and provide opportunities for students and families to learn the expectations for kindergarten. Finally, we were able to expand the amount of appropriate reading materials we provided to our students by purchasing an online reading/vocabulary program that aimed to improve academic vocabulary which is one of our highest areas of need in Jasper County.

Challenges	Through analyzing our discipline data, it is evident that we need to continue to train our administrators, teachers and staff in implementing PBIS with fidelity. Teacher practices in the classroom remain a concern. Students are losing valuable instructional time due to in-school or out-of-school suspensions. Title IV funds will be used to provide job-embedded professional learning for staff as well as registration and travel expenses for PBIS team members to attend the state PBIS conference. While Title IV funds and local funds have been used to implement mental health services within the school district this year, the demand for the services has far outstripped the availability. Approximately 100 students participated in at least one counseling session and at least seventeen students were referred for immediate in-patient services due to suicidal ideations. Without these school-based services, many of the participating students would not have received mental health services. In planning for the FY 23 year, the district will provide PBIS training for the schools. Additionally, we have hired a full-time

Title I,Part A - Equitable Access to Effective Educators

	Teachers new to schools or grade levels require additional professional learning and time to understand the grade level standards and appropriate instructional practices. This repeated process from year-to-year slows progress and reduces teacher effectiveness in the classroom. Teacher adoption of current instructional practices is not uniform - some teachers still fall back into teaching to previous standards or skills that are not aligned to the rigor of the Ga Milestones. Lack of focus on mastery of the standards - most teachers are focused on student mastery and work to re-teach and re-assess students on a regular basis. However, some isolated teachers still focus on grading and coverage. This lack of uniformity in philosophy is perhaps the greatest variance in allowing students access to effective teachers.

Title IV, Part A - Student Support and Academic Enrichment

	behavioral interventionist and plan to increase counseling services. Our district has 3 full time and 1 part time music teacher and 2 full time and 2 part-time art teachers. We do not currently have any full-time or part-time drama teachers within the district. Due the small number of staff it is very difficult for our system to provide quality professional learning for these staff members. Therefore, we will use Title IV funds to pay for registration and travel expenses for these teachers to attend their professional organizations conferences during the school year. Due the high level of poverty in our district with approximately 65% of our students receiving free/or reduced lunch it is vital that we provide quality reading materials for our students. We plan to spend Title IV funds to purchase quality online Reading materials that ALL students can access from both school and home. Finally, as a small rural district we have limited access to professional learning on how to best implement technology within our district. We do have some professional learning available to our staff but we propose to use Title IV funds to send (2) teachers to the GaETC conference to receive training and professional learning on the best practices on currently technology. These classroom teachers will then redeliver to their colleagues within each school. While Kindercamp was a success last year, we will need to continue to prepare our at-risk students (many of whom have not attend ANY preschool) for the expectations for attendance, behavior and content standards for kindergarten each year.

Title V, Part B - Rural Education

Strengths	1) Fund a variety of instructional technology programs that would not be available to students without these funds.

Challenges	Determining the most effective software programs to address individual needs of students and determining how to embed within the instructional environment

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 the number of students scoring at or above proficient on state 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	1

Additional Considerations	

Overarching Need # 2

Overarching Need	Decrease the number of students missing more that 6 days
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

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 the number of students scoring at or above proficient on state assessments.

Root Cause # 1

Root Causes to be Addressed	Most students lack basic literacy and math skills Teachers are not teaching to the rigor or mastery level of the standards Teachers lack the necessary skills (PL) to use student achievement data to plan differentiation and adjust instruction in a timely manner. Teachers and (students themselves) do not have high expectations for achievement. Effective differentiation of instruction is not being consistently implemented
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 - Parent and Family Engagement Program 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

Additional Responses	

Overarching Need - Decrease the number of students missing more that 6 days

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Family Factors - lack of supervision, violence, poverty, substance abuse, lack of value of education. School Factors - climate, class size, student engagement, staff capacity to differentiate instruction, cultural issues, inconsistent record keeping, discipline issues, out of school suspensions. Economic Influences - single parent home, pregnant/parenting students, students who work, mobility, lack of transportation, & access to resources Student Variables - substance abuse, mental/physical health issues, poor social skills, lack of "connected-ness" to school, & lack of school success.
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 - Parent and Family Engagement Program 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 Others : PBIS

Additional Responses	

District Improvement Plan
2022 - 2023

Jasper County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Jasper County
Team Lead	Susan Stone
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:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the number of students scoring at or above proficient on state assessments.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Most students lack basic literacy and math skills Teachers are not teaching to the rigor or mastery level of the standards Teachers lack the necessary skills (PL) to use student achievement data to plan differentiation and adjust instruction in a timely manner. Teachers and (students themselves) do not have high expectations for achievement. Effective differentiation of instruction is not being consistently implemented
Goal	By the end of the school year 2022-2023 all teachers will have continued job-embedded Professional Learning to analyze data to determine and implement high leverage, evidence based instructional practices to ensure students achieve at mastery of the standards.

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

Action Step # 1

Action Step	PLC's in each grade level/department will participate in job embedded professional learning to update pacing guides/curriculum maps and create common units of instructions based on the Georgia Standards of Excellence.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation. PLC artifacts of professional learning Artifacts of implementation of learning practices and interventions
Method for Monitoring Effectiveness	Analyze unit assessment data and MAP Data , formative assessments
Position/Role Responsible	Director of Teaching & Learning Principals Instructional Coaches/Department Heads
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)?	Contract with Middle GA RESA.

Action Step # 2

Action Step	PLC's in each grade level/department will continue to develop common assessments and re-assessments to check for student mastery of the Georgia Standards of Excellence.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation.
Method for Monitoring Effectiveness	Analyze unit assessment data and MAP Data
Position/Role Responsible	Director of Teaching & Learning Principals Instructional Coaches/Department Heads
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 # 3

Action Step	PLC's in each grade level/department will continue to participate in job-embedded professional learning aimed at improving teacher's knowledge of the Georgia Standards of Excellence along with grade appropriate, high leverage and evidence-based instructional strategies.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation.
Method for Monitoring Effectiveness	Analyze unit assessment data and MAP Data
Position/Role Responsible	Director of Teaching & Learning Principals Instructional Coaches/Department Heads
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)?	Middle GA RESA

Action Step # 4

Action Step	Schools will develop and implement parent instructional nights aimed at improving parent knowledge of the Georgia Standards of Excellence and current instructional practices that are used to teach those standards.
Funding Sources	Title I, Part A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation.
Method for Monitoring Effectiveness	Number of events held at each school Number of parent participants for each event
Position/Role Responsible	Director of Teaching & Learning Principals District Parent Engagement Coordinator Instructional Coaches/Department Heads
Evidence Based Indicator	Promising

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)?	Jasper County Library, Jasper County Family Connections, Jasper County Mentor Program, Southern Crescent Technical College, FERST Readers, Inc. Jasper County Headstart, Jasper County Health Department, Jasper County-Monticello Chamber of Commerce.

Action Step # 5

Action Step	Schools will purchase High Quality Online Reading/Math Materials/Programs and provide professional learning to teachers and staff on how to best use the technology to improve student mastery of the standards. - Well Rounded Educational Opportunities/Effective use of Technology
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Title V, Part B
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings will monitor implementation and effectiveness.
Method for Monitoring Effectiveness	Number of programs purchased Student and Teacher use of each program.
Position/Role Responsible	Director of Teaching & Learning Principals Instructional Coaches Instructional Technology Specialist
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

Action Step # 5

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)?	Each school works with their SGT-School Governance Team to assist with identifying appropriate online reading programs and materials for their school. In addition, Jasper County Schools works with Middle GA RESA, Jasper County Headstart and the Jasper County Library to identify appropriate online reading resources for our schools and community.

Action Step # 6

Action Step	Provide teachers with ongoing professional learning on how to integrate technology and one-to-one devices in the classroom environment to increase student engagement and master of content standards. - Effective use of Technology
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check Meetings will monitor implementation and effectiveness.
Method for Monitoring Effectiveness	Mailchimp updates from Tech blog Number of teachers attending GaETC Conference
Position/Role Responsible	Director of Teaching & Learning Instructional Technology Specialist Instructional Coaches
Evidence Based Indicator	Promising

Timeline for Implementation	Yearly

Action Step # 6

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)?	We are assisting teachers through our Techie Program to learn more about Google/Google Classroom and technology sources that will increase student engagement in the classroom. Along with this, we are sending teacher leaders who implement technology in their classrooms to the GaETC Conference each year. These teachers return with new ideas and innovations to share with their colleagues in each school.

Action Step # 7

Action Step	Fine Arts teachers will build their professional capacity by attending conferences focused on fine arts. - Well Rounded Educational Opportunities
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	For the FY23 school year, JCCS will use Title III funds to target the need for professional development to train all teachers, administration, and staff in best practices for the instruction of English Learners. Family literacy will continue to be a focus.
Method for Monitoring Effectiveness	Number of teachers attending professional learning conferences at the end of the year.
Position/Role Responsible	Director of Teaching & Learning Principals Lead Fine Arts Teacher
Evidence Based Indicator	Promising

Action Step # 7

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Jasper County Schools will partner with GMEA (Georgia Music Educators Association) and GAEA (Georgia Art Educators Association) to provide job-alike training for our full-time and part-time music and visual arts teachers.

Action Step # 8

Action Step	Induction Teachers (teachers in their first two years of teaching) will participate in job-embedded professional learning provided by JCCS. Mentor teachers will be assigned to each induction teacher to work alongside induction teachers to assist them completing the induction course at RESA.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Face to face/virtual professional development facilitated by the Director of Teaching and Learning will be provided to inductees. Mentors will meet with inductees regularly at their schools to support their successful completion of the inductee program
Method for Monitoring Effectiveness	The Director of Teaching and Learning certifies that each induction teacher completes the course each year and that mentor teachers have provided adequate assistance to induction teachers. Finally, we will analyze the retention rate of induction teachers each summer to evaluate the effectiveness of the program/instruction.
Position/Role Responsible	Director of Teaching & Learning Mentor Teachers

Action Step # 8

Evidence Based Indicator	Moderate

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	JCCS will provide the course work and monitoring for the induction teacher program and will certify that each induction teacher and mentor have completed the course each year.

Action Step # 9

Action Step	Contract with Consultant Mark Wilson to provide job-embedded professional learning for ALL school leaders and a cohort of aspiring leaders. Content will focus on analyzing student achievement data to plan for instruction and evaluate effectiveness.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 9

Method for Monitoring Implementation	Monthly debrief meetings with consultant Schedule and Sign-In Sheets of monthly meetings
Method for Monitoring Effectiveness	Analyze MAP & Milestones Data
Position/Role Responsible	Director of Teaching & Learning Principals
Evidence Based Indicator	Promising

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Contracting with independent Leadership Consultant Mark Wilson to provide this professional learning.

Action Step # 10

Action Step	The personnel department and Superintendent will lead a team of school leaders and teachers to attend various teacher recruitment events- job-fairs at regional universities, colleges and RESA's.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners

Action Step # 10

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Number of Job Recruiting Fairs attended for the year
Method for Monitoring Effectiveness	Number of new teachers hired through Job Fairs
Position/Role Responsible	Director of Teaching & Learning Human Resources Manager Superintendent
Evidence Based Indicator	Demonstrate a Rationale

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)?	We will partner with various post-secondary schools and attend job fairs at Georgia College and State University, University of Georgia, Fort Valley State University, Atlanta University Center, Augusta University and Middle GA State University. The District will also collaborate with the P-20 initiative to build and sustain a pipeline of future teachers for the system.

Action Step # 11

Action Step # 11

Action Step	For the FY23 school year, JCCS will use Title III funds to target the need for professional development to train teachers, administration, and staff in best practices for the instruction of English Learners. Family literacy will continue to be a focus.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	For the FY23 school year, JCCS will use Title III funds to target the need for professional development to train all teachers, administration, and staff in best practices for the instruction of English Learners. Family literacy will continue to be a focus.
Method for Monitoring Effectiveness	Number of teachers attending professional learning conferences at the end of the year.
Position/Role Responsible	Title III Coordinator Principals
Evidence Based Indicator	Promising

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)?	JCCS will partner with a vendor to successfully provide the needed professional development on effective instruction for ESOL students.

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease the number of students missing more that 6 days
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Family Factors - lack of supervision, violence, poverty, substance abuse, lack of value of education. School Factors - climate, class size, student engagement, staff capacity to differentiate instruction, cultural issues, inconsistent record keeping, discipline issues, out of school suspensions. Economic Influences - single parent home, pregnant/parenting students, students who work, mobility, lack of transportation, & access to resources Student Variables - substance abuse, mental/physical health issues, poor social skills, lack of "connected-ness" to school, & lack of school success.
Goal	By the end of the school year 2022-23, JCCS will decrease the total number of students with 10 or more absences during the FY 23 school year by 1% (as measured by the FY 23 ENR data report).

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans

Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9

Equity Gap

Grade Level Span(s)	10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Implement PBIS Strategies in all schools within the district with fidelity. Safe and Healthy Students
Funding Sources	Title IV, Part A
Subgroups	N/A Race / Ethnicity / Minority
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Checks PBIS Walkthroughs twice per year
Method for Monitoring Effectiveness	PBIS Designation - Operational Status Star Climate Rating - 4 or 5 stars at each school
Position/Role Responsible	Director of Student Services Principals Counselors PBIS Team at each school
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Initial PBIS training was conducted by the PBIS staff at Middle GA RESA for ALL four of the district's schools. The district continues to work with Middle GA RESA staff to ensure that we are implementing PBIS according to best practices. Middle GA RESA PBIS consultants assist the district with PBIS walkthroughs at each school and help in developing our reports that are sent to GaDOE to determine the PBIS designation for each school. Our PBIS district representative meets with the Middle GA RESA consultants/trainers quarterly and they also provide ongoing training to our school-based PBIS teams. Member of our school-based PBIS teams attend the annual GAPBS conference in Atlanta to receive additional training and learn about best practices for PBIS implementation. Finally, PBIS and School Climate data are shared with each School Governance Team and the Jasper County Family Connections Team to get their feedback and suggestions for PBIS implementation at each school.

Action Step # 2

Action Step	Weekly review of attendance data in Infinite Campus
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of Year Impact Check meetings to monitor implementation and results
Method for Monitoring Effectiveness	Monthly attendance reports
Position/Role Responsible	Director of Student Services Principals Attendance Clerks Counselors
Evidence Based Indicator	NA

Action Step # 2

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)?	Schools will share data with their SGT's (School Governance Teams) on a quarterly basis to monitor progress and identify course corrections.

Action Step # 3

Action Step	Conduct Attendance Review Meetings with parents and/or students as needed when absences reach 10 or more unexcused absences for the school year.
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of Year Impact Check meetings to monitor implementation and results
Method for Monitoring Effectiveness	Individual attendance reports for students participating in attendance review meetings.
Position/Role Responsible	Director for Student Services Counselors Principals
Evidence Based Indicator	Promising

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)?	Juvenile Court System, DFACS, Jasper County Family Connections

Action Step # 4

Action Step	Hire a full time mental health counselor for the county. - Safe and Healthy Students
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check Meetings to monitor implementation and results.
Method for Monitoring Effectiveness	Individual attendance & discipline reports for students participating in mental health services.
Position/Role Responsible	Director of Student Services School Social Worker School Counselors Principals Mental Health Counselor
Evidence Based Indicator	Promising

Action Step # 4

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The mental health counselor will work with community family engagement and DFCS to provide support for these families using community resources.

Action Step # 5

Action Step	Implement a 3 day Kindercamp in July for all at-risk kindergarten students and their families. - Well Rounded Educational Opportunities
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Mid-Year and End-of-Year Impact Check meetings to monitor implementation and results.
Method for Monitoring Effectiveness	Attendance & discipline records for students attending Kinercamp in July.
Position/Role Responsible	Primary School Principal Primary School Assistant Principal Primary School Instructional Coach
Evidence Based Indicator	Promising

Action Step # 5

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)?	The primary school will work collaboratively with local daycares, Jasper County Head Start and Jasper County Preschool to identify at risk students that are entering kindergarten - specifically those with any attendance or behavior issues.

Action Step # 6

Action Step	Targeted Professional Learning will be provided with webinars and face to face conferences for teacher, staff and district leaders to support the social emotional development of students to increase academic achievement and attendance. Safe and healthy
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	End of year impact check, monthly counseling data
Method for Monitoring Effectiveness	IC reports for attendance/discipline, number of staff attending conferences/webinars
Position/Role Responsible	Director of Student Services, Director of Curriculum

Action Step # 6

Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Teams of various stakeholders including school & central level administrators, instructional coaches, teachers, parapros, parents, SGT members, post-secondary administrators and community members were created to review data, rate rubrics, and identify trends for each of the 5 systems in the Comprehensive Needs Assessment. A meeting of all team members was conducted to do a Root Cause Analysis and identify (2) overarching needs for the district. Throughout this process drafts of the CLIP are shared with team members for their approval and feedback. The CLIP is also reviewed with the Board of Education and their feedback is obtained. Once the CLIP is completed, it is posted on our website with an invitation to all stakeholders, including parents to give feedback. Schools & Central Office have copies of the CLIP in the office inviting parents to make comments. All professional learning will be provided first by state professional learning funds. Title I, Title IIA & Title IV funds will be used to support professional learning. Title II funds will also be used to provide induction training for new teachers and opportunities for recruitment, as well as for job-embedded professional learning and PLC's aimed at improving the achievement gap among various subgroups. Title IIA funds will also be utilized to support professional learning for teachers through opportunities to attend endorsement classes in Math, Reading, Transition Planning, Gifted, MTSS/SST Coordination, ESOL and PBIS. Title IIA funds will be focused on job embedded PL & PLC's.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Using our needs assessment data, principals target students who are below grade level, low performing on grade level, ELL and special needs and determine placement of those target students with experienced teachers who are teaching in-field and who have consistently proven effectiveness (85% of students meet standards for two years in a row) as documented on MAP assessments and Milestones Assessment data. Schools further place special needs students with experienced teachers who are a part of inclusion teams. Throughout the year, progress monitoring of all students is used to guide instruction and afford all students multiple opportunities to learn. The district ensures that children in low performing schools have access to experienced, qualified and appropriately assigned teachers. Every effort is made to look at student achievement data to determine the best placement for students. Teachers who are not effective in reaching and maintaining high

Serving Low Income and Minority Children

	achievement standards for all students work through job-embedded professional learning on specific target areas to master effective teaching skills.

Professional Growth Systems

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:	All four schools have an I**nstructional Coach**that leads PLC meetings and either provides or coordinates job-embedded professional learning. **Professional Learning Communities**have been established in each grade level/department and Instructional Coaches have their own PLC led by the Curriculum Director. Instructional Coaches and Principals lead the PLC's through a process of analyzing student assessment data - primarily unit assessment data to identify students and/or standards that need re-teaching and re-assessment for mastery. PLC's also analyze specific program data three times per year to identify students needing further interventions. **Professional Learning Needs**are identified by analyzing student achievement data (MAP, Milestones, Unit Assessments). Principals & Instructional coaches in consultation with the Curriculum Director will review the data and determine what needs a particular grade level or subject area will need - often these needs are embedded in the School Improvement Plan. The director of Professional Learning contracts with various companies and RESA to provide the needed PL for teachers. During**Mid-Year and End-of-Year Impact Check Meeting**s - teacher leaders share the results of the professional learning and how it has impacted student learning and achievement. Decisions are made during Impact Checks to make course corrections to the current PL or continue it as implemented. Teacher leaders are given a voice in the type of PL they desire and assist in assessing its effectiveness on classroom practice.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	Certification is waived for ALL teachers. The district recognizes that it cannot waive required PSC certification for Special Education Teachers.

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The minimum professional qualifications are as follows: 1) Teachers must have at least a bachelor's degree. If they do not hold PSC certification, the teacher must enter the TAPP program or an approved MAT program to pursue certification within two years. 2) CTAE teachers are required to have a bachelor's degree OR have appropriate certification/licensing in their designated field of expertise.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	TThe lowest achieving schools would be supported by all district departments and Middle Georgia RESA to help meet school needs. The School Improvement and Federal Programs Departments help direct, plan, monitor and evaluate the school improvement plan and initiatives necessary to meet and exceed goals established. Priority would be given to identified schools in use of Title IIA funds to provide the needed support. District school improvement support is given in the planning of the school improvement plan to encompass effective, innovative practices that promote professional learning and support. Professional learning, based on school specific data analysis, will be implemented as required to address areas of weakness. Assistance is provided in helping to guide and monitor instruction, and engage teachers and leaders in processes to find out if the students understand the content and next steps if they do not. The district would also partner with identified schools to aid in removing barriers to success with the extra layer of requirements these schools have to follow. Additionally, the district would support the identified schools by being a vital member of the school's leadership team. Bimonthly/Quarterly meetings are also set up throughout the year to review data.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	The high school offers Work-Based Learning courses that partners students with businesses and employers. Students are required to log hours and participate in planned and unplanned observations with the high school's faculty adviser. The WBL teacher has an advisory committee that meets twice a year to discuss what is occurring in the industry and business community to make sure that students are prepared to meet the needs of the workforce. An emphasis on soft skills is being placed since it has been a need that the business community feels that high schoolers are needing development in today. WBL students must turn in a completed project that includes a completed resume, job description, hours worked, and what they have learned while working at the business.
	Career and Technical Education faculty members also coordinate their courses with corresponding national student organizations that offer students valuable experience and learning in the form of competitions, conventions, and seminars. The CTSOs are designed to be an extension of the CTAE classroom and provide the students with experience and opportunities that will aid them in their future career choices. Each CTAE teacher also works with industry experts and representatives in preparing for and administering industry-certified tests that award certification in various fields so that students leave high school ready for work and employment. The feedback of those in industry help make sure that the CTAE program is adapting the changes in the job market to continue to prepare the students for the

CTAE Coordination

	workforce. Several of the CTSOs in the high school have job shadow days where students can go and shadow businesses to see what skills are needed to have a job there. Guest speakers are also brought into the school and a career day is held for the students to get an understanding of what skills are necessary for that particular career. In addition, the STEAM coordinator at the high school collaborates with the CTAE department to initiate and plan the school's STEAM initiative. Over the course of several years, students will have the opportunity to participate in Project-Based Learning that will coordinate cross-curricular learning and instruction utilizing data and technology to communicate results and conclusions. The CTSO events provide students the opportunity to demonstrate knowledge that has been gained across multiple disciplines. Teachers in the CTAE department have been encouraged to work with the content teachers to help provide real world examples of how content area disciplines are used. The engineering, bIo-tech, and nursing programs have been integral in demonstrating how the math and science curriculum is applied in various applications in the classroom. The agriculture program has been implementing both science and math in the classroom with the labs in the greenhouse, agriculture barn, and the shop area. In addition, students will be led to participate in internships that will eventually incorporate a capstone project and presentation that will be cross-curricular in nature and incorporate a creative component.

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

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Jasper County Charter System monitors discipline for all students using data via Infinite Campus. All schools will continue implementing PBIS this year. Discipline data will be reviewed every month at the school's PBIS team meeting. Discipline data is disaggregated by subgroups, time of day, and teacher. Using real time data allows us to modify school/district goals based upon current disciplinary infractions. The district has hired a full-time social worker to work alongside school counselors, and two mental health counselors to provide mental health services to our students. Parents are also involved in these services. Students who need additional support for behavior will be referred to the school's RTI/MTSS team to determine what services/referrals are needed.

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	The middle school will participate with the elementary and high school to provide the annual orientation meetings for parents of entering sixth grade students and exiting eight grade students in the spring of each school year. Also, the middle schools hosts a rising eighth grade parent meeting in the spring to explain high school credit courses that are offered at the middle school. The middle school provides the following: · Informs parents on "Understanding Career Pathways." · Offers Introductory level Pathways such as Intro into Business Technology, Coding, Art, etc. at the Middle school level. Provides opportunities for students to take and earn high school credit in middle school. Provides its students with the opportunity to participate in clubs and organizations that align with our high school chapters for example, FBLA, BETA Club, FCA, Drama, Matching Band etc. Shares student data (MAP, EOG, EOC, RTI) is shared with transitioning schools to better place students in high school courses. Conduct 3 to 4 academic student conferences per year to discuss student growth, map data, and to help guide student choices about high school courses, honor courses, support classes etc. Middle school Administrators meet with transitioning high school administrators and counselors to discuss courses and high school course offerings at the middle school that will better meet the needs of our students. The high school offers Work-Based Learning courses that partners students with businesses and employers. Students are required to log hours and participate in planned and unplanned observations with the high school's faculty adviser. The high school also coordinates planned visits to local colleges and universities through the counseling department. Students are taken on tours and trips to speak with representatives of colleges and universities to introduce college life, expectations, and admission requirements. The high school counselors also present a College Night each year that invites parents and students to meet with representatives from local colleges and universities to discuss potential admission, programs, and degrees. FAFSA experts are also present to work with families regarding student aid and admission. The high school also offers several options for dual-enrollment. The school works with three colleges to provide college courses for 10th, 11th, and 12th

Middle and High School Transition Plans

	grade students. The school provides support for purchasing and renting textbooks and monitors progress in these college-level courses. Transportation is also provided when on-site classes are required by the university. The school also presents a Career Day Fair through the local FBLA group. Various individuals representing a wide variety of careers and employment visit the high school and present information, advice, and support for students.

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Jasper County Charter School System serves one hundred and fifty preschool aged students annually in the blended Head Start and Georgia Pre- K program at Jasper County Preschool. The Preschool building is adjacent to Jasper County Primary School and is connected via a breezeway. Jasper County Board of Education, a Head Start grantee, provides preschool education to approximately 83 Head Start students annually. Thirty two three year old students are placed in classes served by Head Start. There are six Pre- K classrooms that serve a combination of Head Start and GA Pre- K students who are aged four. Additionally, there is a Special Education Preschool class located in the Preschool facility as well as special education preschool services provided within the Headstart and PreK classes. Preschool students are provided transportation to and from school on Jasper County Charter School's buses. Preschool students eat breakfast and lunch in the cafeteria at the Primary School daily. Preschool students have access to Jasper County Primary School's media center and activity room. Each Spring, Preschool staff host a transition night for families of students that will transition to Kindergarten. Representatives from Jasper County Primary School are included in this meeting to provide support and answer questions. Because Jasper County Preschool and Jasper County Primary School use the same student information system, preschool staff are able to support families by completing Kindergarten registration. If there are learning concerns, Preschool staff can "flag" the student in Infinite Campus. Additionally, there is a process for response to intervention information and data sharing between the schools when a student transitions. Jasper County has one additional preschool program at the Baptist Church and one childcare facility. Currently, the Preschool is developing procedures to include staff, parents and families from the community programs in professional development and transition functions. For students who are not enrolled in Jasper County Preschool, Jasper County school district holds a well advertised Kindergarten roundup each Spring for registration. Jasper County Primary School gives the MAP Growth assessment 3 times a year and that data is shared with Pre-K and Head Start staff and administrators. Special Education, RTI/MTSS, and vertical meetings are conducted when needed and vertical planning at least twice a year for

Preschool Transition Plans

	curriculum needs between the primary school and Pre-K staff. The Pre-K program has PE session with Physical Education teacher in our activity room and the primary school will conduct an orientation meeting in the Spring for parents of Pre-K children in the evening to discuss schedules, curriculum, promotion expectations, and have time for questions and answers. In addition, Jasper County Primary School has begun a Kindercamp program for identified at-risk students and families of rising kindergarten students. This 3 day morning camp provides students with the opportunity to experience and acclimate to what kindergarten and the primary school will be like. This is typically held a week before school starts and serves as additional transition for these students. Transportation is provided for those families that need that assistance.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	There will be no targeted assistance schools in the district. All four schools will use the school-wide model.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	The district has four schools, including one primary (pre-K-2), one elementary (3-5), one middle (6-8) and one high school (9-12). The district is accredited through COGNIA. All schools are school wide Title I schools. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-K through 12th grade. These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size. In addition to using the state mandated assessments, school wide assessments in reading, and math are used in grades K-10 to provide additional data and progress monitoring of students. Based on the needs identified in the Comprehensive Needs Assessment the following areas will be served: Elementary Program - In grades K-5 math, ELA (including reading/writing/spelling) , science and social studies will be served. Middle School Program - In grades 6-8- math, ELA (including reading & writing), science and social studies. High school courses will be offered to accelerated students in 8th grade in science and CTAE High School

Title I, Part A – Instructional Programs

	Program - in grades 9-12 emphasis of education for high school students is preparation for life after high school. The following units are required under the graduation rule for all students: 4 units of language arts, 4 units of math, 4 units of science, 3 units of social studies, 1 unit of personal fitness/health, 3 units of career/technical education and/or modern language/fine arts and 4 required state electives.
	Based on the needs identified in the Comprehensive Needs Assessment the district will be implementing the following evidence-based interventions: 1) Class-Size reduction in grades K-3, 2) Formative Assessment System to determine student mastery of standards
	pBased on the needs identified in the Comprehensive Needs Assessment professional learning will be focused on increasing teacher knowledge in the following area: 1) Professional Learning Communities (PLC) to provide job-embedded PL on implementation of high leverage practices and evidence based interventions 2) Use the PLC Process to analyze data to inform instruction and teach to mastery of the standards. 3) Differentiation - each school will develop a differentiation rubric to determine what differentiation will look like at each school level. 4) Measuring & Monitoring of improvement efforts - schools will participate in the mid-year and end-of-year impact check process to monitor improvement efforts and determine mid-year course corrections.
	Based on the needs identified in the Comprehensive Needs Assessment parent and family engagement efforts will be focused on the following areas: 1) School-Parent Communication for older students, 2) More Parental Involvement in the planning process, 3) Parent Workshops for Math and Reading. Finally, the overarching focus will be on offering parents and families multiple opportunities (in varied formats) to build their leadership capacity and work with students to increase their achievement. To better coordinate Parent & Family Engagement throughout the district, JCCS will continue to employ a full-time Parent Engagement Coordinator to work with all schools, parents and other community organizations to improve parent engagement and involvement in their child's education.
	Currently there are not neglected and delinquent facilities within the JCCS jurisdiction. The identification of all partnerships with local child caring institutions within our district is imperative and JCCS will ensure services are being extended to students who reside in locally operated neglected or delinquent establishments should they arise.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).	Identification of migrant students is a part of the student registration process. Additionally all parents of returning students receive an annual Occupational Survey in their child's student handbook. The survey form is completed by the parent and returned to the child's school. All surveys are reviewed by the district and students who are possibly eligible for MEP services are forwarded to our regional MEP recruiter. The district's MEP liaison collaborates with community agencies to ensure that migrant students and families have the resources they need. Jasper County School System has procedures in place to provide a timely transfer of school records for all students The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are sent to the receiving school upon request for such information. The LEA immediately requests educational records for new enrollees. The LEA utilizes the GaDOE MEP Region 1 Office, the Georgia Department of Education, and ABAC, to promote interstate and intrastate coordination of services for migratory children. JCCS will use the Migrant Student Information Exchange (MSIX) to obtain educational information regarding students entering our district who are classified as MEP students. We continually send grades, test data and progress reports to the MEP in order for them to keep information on our students up to date in the event that they relocate to another school system.

Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.) 2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)	JCCS monitors the progress of migrant students and provides supplemental educational support when needed. Some of the programs or strategies that may be offered are before/after school programs, summer school, tutoring, and ESOL if applicable. For the student with interrupted schooling, JCCS will assess educational needs and provide strategies and delivery models to promote success. Students preparing for college will be given extra guidance and support in the college application process or career options. JCCS staff will seek out potential migrant students, out-of-school youth, and dropouts by working closely with the community, existing migrant families, and employers. Information of possible migrant students will be forwarded to our regional recruiter. The district and individual schools' staff will provide support to the migrant families. We will provide correspondence in the primary language of the family if applicable. We will seek out programs and services within the community and state to meet the needs of our migrant families. JCCS continually collaborates with ABAC to meet the needs of the MEP students and their families by connecting them to local resources, helping with transportation, monitoring academic progress and seeking supplemental assistance with instructional needs.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity	A Transition section has been developed by a collaborative team and added to the procedures manual to provide all teachers with expectations in transition planning and tools to support the process. JCCS also has a staff member designated as a Transition Coach who has completed the Transition Endorsement through Middle Georgia RESA. The Special Education Director and Transition Coach will provide professional learning to special education staff on effective transition planning utilizing the resources available at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx The special education director, transition coach, and lead teachers will monitor the implementation of the Transition Planning Procedures through a review of transition plans and transition activity progress updates. Feedback will be provided to the teachers and school administration. Plans for improvement will be developed to address any specific weaknesses within a school and/or individual teacher level. With the improvement of transition planning, students with disabilities will have realistic goals for post high school that are relevant to their lives, therefore giving them more reason to successfully graduate from high school. JCCS will also work collaboratively with Georgia Vocational Rehabilitation and High School High Tech to ensure students with disabilities are provided with resources in assisting them as they transition from high school. Transition Coach will provide resources to families monthly. JCCS will also continue to closely monitor attendance data for students with disabilities to ensure students are present for instruction. The data will be provided to school administration and appropriate school teams for action plan development for individual students with frequent absences. The special education director, student services director and district social worker will monitor the implementation of the attendance action plan development and implementation process by reviewing action plan implementation and results with school administration and teachers. JCCS will continue to work to expand it's CBI and CBVI programs to include more job sites as well as opportunities for students in middle, elementary, and primary grades.

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings**	JCCS collaborates with Head Start and Georgia Pre-K to provide a variety of preschool inclusive environment options . JCCS directors of each program commit to funding one full-time certified special education teacher, one half-time special education teacher, and one paraprofessional for the preschool program to work with the preschool teachers to ensure differentiated supports and learning strategies as well as a continuum of services and placement options are available. Children receive early identification and services to address any learning, language, or behavioral needs that are risk factors for academic success. All preschool students have access to a language rich learning environment. The special education director/school psychologist, prek director and educational diagnostician will review and revise current preschool practices, processes and procedures to be more consistent and data driven. Implementation of the revised processes and procedures will be monitored by the special education director and the prek director. Direct technical assistance will be provided to anyone not adhering to the defined processes by the special education director and/or pre k director. Transition activities include parent meetings to discuss the transition in early spring and visits to the new setting for the students. If needed for specific students additional visits are scheduled as well. Gradual schedules have at times been developed to support students in their initial transition to a school based program. Information will be disseminated regarding resources, parent informational sessions, developmental screenings, and services provided through the local school system through informational flyers, in PTO meetings at the PreK and Primary Schools, Back to School meetings, community posters/brochures located in strategic places throughout the community, JCCS website, and local newspaper. There will be a minimum of 2 parent informational sessions (one in fall and one in spring) during the school year. In addition, the PreK director, special education director and special education teachers, and educational diagnostician will work with local agencies/organizations such as Family Connections, Babies Can't Wait and the Department of Public Health to enhance community offerings focused on preschool development and strategies for parents to work with their babies and preschoolers prior to school enrollment. The special education director, educational diagnostician, and preschool director will also work with Babies Can't Wait to ensure the timely transition of children to the local school system. JCCS has re-established its Community Based-Instructional and Community Based Vocational Instructional Programs at the high school level. Students will attend CBI and CBVI weekly. JCCS is partnering with the local Chamber of

IDEA Performance Goals:

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<td>Commerce and Downtown Development Authority in efforts to secure more job sites within the community for our students with the most significant disabilities. The district is also working to develop a system-wide CBI/CBVI plan to include students K-12 in an effort to provide transition opportunities and resources to students and families earlier to prepare students for life beyond school.</td>
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<td>Describe how the district will meet the following IDEA performance goals:
IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?
Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</td>
<td>In order to improve FAPE for students with disabilities, the district will continue to analyze data to identify strengths, weaknesses, and barriers associated with effectively ensuring that all students with disabilities receive a free and appropriate education. An analysis of district benchmark data (MAP, IReady) suggests that an area of needed improvement continues to be closing the achievement gap for students with disabilities and all students. To address the achievement gap in mathematics and literacy, teachers need to strategically plan instruction in co-taught classes that embed sound pedagogy and specifically designed instruction for students with disabilities. JCCS, in collaboration with Middle Ga. RESA, will provide ongoing, job embedded professional learning on effective co-teaching, planning co taught lessons that embed specially designed instruction using high leverage practices. Special education teachers will be required to complete a class learning plan in which each student's strengths and weaknesses are identified as well as IEP goals and how they will be progress monitored throughout the year. The special education director and Lead Teachers will facilitate the monitoring of the achievement of students with disabilities and the implementation of specially designed instruction through a systematic process including the review of progress monitoring data, benchmark data, and formative and summative assessments. Through classroom observations and lessons plan reviews, teachers experiencing difficulty with effective co-teaching implementation will receive technical assistance from the special education director and/or Middle Georgia RESA/GLRS staff.

Reading Horizons also continue to be implemented with students with disabilities in grades 4-12 to increase literacy.

The district will provide on-going job-embedded professional learning and coaching to special education teachers who teach the alternate curriculum to ensure that students with the most significant disabilities are provided access to the general curriculum at an appropriate level. Students will be given pre and post tests for each unit and will also take benchmark assessments three times per year. Teachers will be provided further training on how to interpret</td>
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IDEA Performance Goals:

	and analyze this data in order to provide differentiated instruction within the classroom.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.** **How procedures and practices are implemented in your district to ensure overall compliance?** **Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance**	The District continues to monitor compliant practices related to IEPs and timelines through GOIEP and other measures. Jasper County Charter System went through Cross Functional Monitoring in FY 2022. Through folder reviews, the GADOE did not find any instances of non-compliance. Through internal reviews and audits of IEPs, the district will continue to monitor compliant practices. The Special Education Director and Transition Coach will provide professional learning to special education staff on effective transition planning utilizing the resources available at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx. The special education director, transition coach, and lead teachers will monitor the implementation of the Transition Planning Procedures through a quarterly review of transition plans and transition activity progress updates. Feedback will be provided to the teachers and school administration. Plans for improvement will be developed to address any specific weaknesses within a school and/or individual teacher level. The system will also provide a LEA training/refresher to administrators and designated staff at each school. In addition, the district will continue to utilize a LEA checklist and meeting agendas to ensure compliant practices. The JCCS Procedures Manual is revised annually to ensure that it addresses all of the areas recommended by the Georgia Department of Education Exceptional Children Division and procedures are clearly outlined The Manual will include monitoring processes and will require professional learning for staff on compliant practices in the implementation of special education which will be conducted in August and at special education meetings throughout the school year. The special education director, administrative assistant, lead teachers, educational diagnostician, and transition coach will monitor the adherence to procedures and identify any staff deviating from the requirements. Technical assistance will be provided in individual sessions with that individual by the special education director or designee. Updates and additional professional learning and technical assistance provided by the GaDOE will be redelivered by the special education director to staff in administrative meetings, special education meetings and school faculty meetings as needed. JCCS will continue to utilize GoIEP to monitor timelines and relevant compliance to IDEA requirements. As additional support is needed with

IDEA Performance Goals:

	compliant practices and GoIEP the Georgia Department of Education Division for Special Education GoIEP Specialist and District Liaison.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

| Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students' academic achievement the LEA will implement:
1. In support of well-rounded educational opportunities, if applicablebrul
2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
3. In support of safe and healthy students, if applicable
ul
4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step
5. In support of the effective use of technology, if applicable
ul
6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step | <u>Safe and Healthy Students</u>
1)**Two Full time Mental health counselors**to provide mental health services to students and their families within the school setting - with the intention of improving students attendance, behavior and engagement in academic coursework.
2) Provide for Conference Registration, travel and subs for staff to attend PBIS conferences and professional learning - with the intention of improving PBIS implementation in each school and classroom thereby improving school climate and student and teacher attendance. We will work with GaPBS to provide professional learning and conference attendance for our PBIS Team Members.
<u>Well-Rounded Educational Opportunities</u>
1) Provide for Conference Registration, travel and subs for fine arts staff to attend music and arts conferences to provide job alike professional learning for fine arts staff not available in the our small rural school system. We will work with GMEA & GAEA to provide professional learning opportunities for our fine arts teachers.
2) Provide for Kindercamp staff and transportation for rising at-risk kindergarten students to allow them to a smooth transition into the regular school setting.
3) Provide for high-quality online text/reading materials for students to increase the availability of reading materials to students in a rural/high poverty school district. A variety of vendors will be used such as Flocabulary, IXL, Accelerated Reader, Moby Max and Reading A-Z.
<u>Effective Use of Technology</u>
1) Provide for conference travel and subs for staff to attend GaETC Conference to allow for teacher leaders to learn about new and innovative strategies and programs that they can implement in their schools and share with their colleagues.
2) Provide training in the areas of technology to increase student engagement - to allow teachers to become more effective on integrating technology within the classroom and using Google Classroom as the Learning Management System and other technology programs within our school district. |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

| Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements. | Safe and Healthy Students
1) Mental Health Counselors - Counselors will meet monthly with the student services team and the School Social Worker to review case files, prioritize services and identify possible students for mental health services.
2) PBIS - the District PBIS representative meets monthly with each school's PBIS Team and then quarterly with the Middle GA RESA Trainer /Consultant and shares that information with each school's PBIS chair. Working collaboratively with Middle GA RESA's PBIS Team - walkthroughs are conducted twice per year in each school and that data is shared with the PBIS Team and Principal at each school. Finally, at least two members from each school's PBIS team attend the yearly conference conducted by GAPBS in Atlanta. This conference provides teams with ideas on how to best implement PBIS within their schools and to evaluate their effectiveness. Those attending share the ideas with their colleagues on the PBIS team and each school.
Well-Rounded Educational Opportunities
1) Music & Art Conferences - the Curriculum Director meets with ALL music and art teachers during the Fall and reviews the dates of each of the GMEA & GAEA conferences. The Curriculum Director gives approval to attend and explains the procedures for securing registration and hotel reimbursement. At the conclusion of each conference the Curriculum Director meets with the teachers to evaluate the effectiveness of the conference and to see what new strategies the teachers plan to implement.
2) Kindercamp - the Director of Federal Programs meets with the principal of the primary to school to plan the dates for Kindercamp each year and to outline staffing needs and overall budget. The primary school principal, assistant principal and instructional coach communicate with the directors of local daycares and the Jasper County Head Start/Preschool program to identify possible At-Risk students that need to be invited to participate in Kindercamp. In addition, the primary school leadership team meets with the School Social Worker and Title III Coordinator to identify any entering kindergarten students that have not been in ANY preschool to ensure they participate in Kindercamp.
3) Online Text/Reading Materials - the Curriculum Director meets monthly with each of the school's instructional coaches to evaluate both the use and effectiveness of current Online reading materials and/or programs. Each January this team meets to conduct an audit of current reading programs to determine: 1) the use of each program and 2) the effectiveness of each program. After conducting this audit programs are recommended for purchase for the next school year.
Effective Use of Technology
1) GaETC Conference - The Curriculum Director along with the Instructional Technology Specialist and School Principals will identify teachers that serve as technology leaders in each school and/or department. These teachers will be invited to participate in the GaETC Conference in November. The instructional technology specialist will work with each of these teachers to identify certain sessions that they will attend during the conference and make initial plans of what they want to re-deliver to their colleagues at each school. Upon returning the instructional technology specialist will work alongside the |

Title IV, Part A – Ongoing Consultation and Progress Monitoring

	teachers to share some of the new innovative strategies and programs that are available to schools.

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

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.	**Equity Gap #1 - Student Achievement**- the first strategy was to provide co-teachers of special education students job-embedded professional learning on effective reading strategies. This has been effective especially at the primary and elementary school levels, where specific reading training has been ongoing by RESA staff with the Growing Readers Program. The reading support at the middle and high school level have begun but needs much more work to determine if its effectiveness. We continue to see the equity gap with special education students and ALL students increase over time as the student moves from one school to the next. We need to continue professional learning on appropriate reading strategies as well as effective co-teaching strategies and planning. Our second strategy was to use System 44/Read 180/Reading Horizons to allow a double dose of skill-based reading instruction for special education students. We be using Reading Horizons for students in grades K-10th grade as needed.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Maintain Activities/Strategies - Equity Gap #2

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap #2 The focus was on discipline OSS and evaluate/monitor the working environment in support of a positive school climate. The first strategy was to provide**PBIS training to schools with PBIS coaches supporting job-embedded professional learning. We used SEL**screeners, PBIS walkthrough data and GA Student health survey data to monitor the progress. These strategies have been effective. We plan to continue the work with the PBIS coaches and using additional data sources from the climate survey perception data as well as attendance data as we continue to monitor OSS discipline and positive school climate.

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.

School Year 2022-2023
Revision Date- May 25, 2022
Local Educational Agency (LEA) District and School Level

What is Family Engagement?

Family Engagement is the participation of parents and family members in regular, two−way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) That parents play an integral role in assisting their child's learning.
(B) That parents are encouraged to be actively involved in their child's education.
(C) That parents are full partners in their child's education and are included, as appropriate, in decision−making and on advisory committees to assist in the education of their child.
(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Jasper County Charter System (JCCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe JCCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The JCCS will work with its Title I schools to ensure that the required school−level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school−parent compact.

Jointly Developed

During the annual Title I Input and Revision meeting in March 2022, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2022−2023 school year. The district sent a flyer and Remind message to all parents informing them about the meeting and posted an announcement on the school district website, as well as through social media platform-Facebook. During this meeting, parents reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), and the school's Comprehensive Improvement Plans, in addition to how the 1% set−aside for Family Engagement should be spent. Additionally, each Title I School Governance Team and faculty review the district parent and family engagement policy before the end of the 2021−2022 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by March 2021 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, as well as link on school compacts to access all of the Title I documents. Links to the documents will be available in the monthly Family Engagement Newsletters. All documents will be available to parents in a format and language they can understand in the front office and on each school webpage.

Communications

JCCS will communicate with all families and the community on a regular basis regarding school wide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold meetings and trainings with its Title I schools and principals toreview family engagement plans and activities.

Additionally, the district will perform compact and inventory checks in October with each school to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year, as well as check for compact and inventory compliance.

Reservation of Funds

The JCCS will reserve 1 percent from the total amount of Title I funds it receives in 2022−2023 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the JCCS will distribute 90 percent of the amount reserved to Title I schools to support their local−level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.JCCS discussed with parents suggestions on how these family engagement funds could be used in the upcoming year at the district and school−level.at the Annual Title I Input and Revision Meeting held in March 2022. Input/Feedback Forms and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Federal Program Director- Susan Stone at the district office at 706−468−6350 or the FECMegan Henderson by email at mhenderson@jasper.k12.ga.us.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual Title I Input and Revision Meeting ~ *March 7, 2023 @ 9am and March 9ʰ 2023 @ 6:30 pm-virtual*

During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the school wide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as information shared via webpage and social media to notify families about the date and time of the meeting. All information will also be made available on theDistrict website and school websites. Times for the meeting will be 9am− Face to Face and Board of Education and 6:30 pm−Virtual. Virtual link will be provided prior to the meeting.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments. Survey will be sent to families in Spring 2023.

Annual Title I Meeting~August 19th, 2022-JCHS Football Stadium- 6:30 pm- prior to football game, August 23ᵗʰ 2022 @ 9am-BOE and August 25ᵗʰ 2021 @ 6:30 pm- virtual

At the beginning of the school year, Jasper County Charter System will host a district−wide meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I. The meeting will be held at various times and locations. Flyers and information will be sent home and posted prior to the meeting date.

Unable to attend these meetings? Please visit *https://www.jasper.k12.ga.us/domain/155* to review the meeting documents and minutes and leave your input. All documents will be provided on the school and district website. Voice over presentation will be available following the meetings.

School-Parent Compacts

As part of this plan, all Title I schools, along with our families will jointly develop school−parent compacts in order to build and develop a partnership to help our students meet the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, reviewed at parent/teacher conferences. Please sign and return the Compact Signature Sheet to school the first week of school.

Building Capacity

The JCCS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the JCCS will implement a variety of family and community engagement initiatives. The district FEC will provide training and support through professional development to help teachers and families address academic goals through resources and learning activities.

Of Parents − The JCCS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system (Infinite Campus and SLDS) to monitor child's progress and other digital resources, including the harms of copyright piracy, through its Media Specialist. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

Parent workshops will be held face to face and virtually. RSVP's will be provided on the flyers and in the monthly newsletter event notices. Workshops will be held each month. Additional workshops can be scheduled with the District Family Engagement Coordinator upon request, as needed.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and newsletters containing strategies to improve at−home learning. Hard copies of these materials are also available at the District Family Resource Center, including copies in Spanish, upon request.

The District Focus Groups and School Governance Teams, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement and academic success within the school. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through face to face meetings, video conferencing and recording options to accommodate varying schedules.

The JCCS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Round−Up days, Middle and High School Transition Events, and College and Career Fair so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff − The JCCS will conduct four training sessions during the school year for principals and Family Engagement Team to learn and discuss strategies to increase family engagement, improve school−family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. The JCCS will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments, value and utility of contributions of parents, implement and coordinate parent programs, build ties between parents and the school, and discuss how to reach out to, communicate with, and work with parents as equal partners. Training is required to be held two times per semester at each school. Schools will schedule the training with the District Family Engagement Coordinator. A google classroom will be provided for the staff to access materials for reference and secondary method of communication.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and provide interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, Remind, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, the JCCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey. Additional surveys will be provided as needed.

Beginning in the Spring, each Title I school will send home a survey and email a link or QR Code to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will provide parents

a survey at the end of each Parent Workshop to provide an opportunity for feedback. Title I services are designed to increase Family Engagement and provide parents and families opportunities to bridge the gap of learning from school to home.

The JCCS will use the findings from the Parent Workshop Surveys and the annual survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility
In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption
This district wide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Jasper County Charter System on and will be in effect for the 2022−2023 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children in each school handbook before or during the first week of fall semester. If enrolled after August, parents will receive a handbook during time of enrollment.

National PTA's Standards for Family-School Partnerships -
The JCSS Parent Involvement Policy/Plan acknowledges the six National Standards for Family-School Partnerships in an effort to build/increase parent capacity:

Standard I: Welcoming all Families−Parents are welcome in the schools, and their support and assistance are sought.
Standard II: Communicating Effectively− Communication between home and school is regular, two−way, and meaningful. **Standard III: Supporting Student Success**−Families and school staff collaborate on a continuous basis to support student learning. **Standard IV: Speaking up for Every Child**−Families are empowered to be advocates for their own and other children.
Standard V: Sharing Power−Parents are full partners in the decisions that affect children and families

<u>PARENT RESOURCE CENTER</u>

The Parent Resource Center is available to parents during regular business office hours Monday−Friday from 8:00 am−4:00 pm. Additional times to visit may be scheduled. If resources are needed after hours, Parents/Families are encouraged to visit the Family Engagement Website and newsletters that provide 24 hr. access to resources online
Visit the webpage link below to access family engagement information and resources from the JCCS Family Engagement webpage: https://tinyurl.com/JCCSBuildingparentcapacity. Parents are also encouraged to book a session with the District Family Engagement Coordinator, as needed. Parents can also check out items from the Family Resource Center, contact FEC for more information.

Resources that you may checkout:
- Educational ResourcesAcademic/Community Brochures/Pamphlets
- Content Materials
- Leveled Reading Books
- Manipulatives And much more!

For more information about the resources available, please contact Megan Henderson, Title I Family Engagement Coordinator, at 706−468−6350 or email mhenderson@jasper.k12.ga.us .

<u>Important Dates:</u>
August 19th @ JCHS, August 23rd @ BOE, August 25th-Virtual, 2022- Annual Title I Meeting
March 7th @ BOE 9 am and March 9th, 2023- Virtual @ 6:30 pm- Annual Title I Input and Revision Meeting
Monthly Building Parent Capacity Parent Workshops- once a month dates provided on district webpage

Local Educational Agency (LEA) Jasper County Charter System

Superintendent Name   Mr. Charles K. Garland

Mailing Address   1411 College Street

Physical Address (if different from above)

City   Monticello   **Zip**   31064

Foster Care Point of Contact (POC) Name   Kraig Howell   **POC Email**   khowell@jasper.k12.ga.us

POC Mailing Address   1411 College Street

City   Monticello   **Zip**   31064

POC Telephone   (706) 468-6350   **POC Fax**   (706) 468-0045

[signature]
Superintendent Signature

Click here to enter a date. 6/9/2022
Date

Charles K. Garland
Print Name of Superintendent

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.

☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.

☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.

☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.

☒ In accordance with the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Jasper County
LEA Name

Charles K. Garland   *Superintendent*
Printed Name of Superintendent   Title

Chas K. Hall   *7/5/2022*
Signature of Superintendent   Date
(Please sign in blue ink only)

Jasper County Charter System
C. Kenny Garland, Ed. S., Superintendent

Office of Federal Programs
Susan Stone, Director of Federal Programs

1411 College Street   *706.468.6350*
Monticello, GA 31064   *706.468.0045 fax*

ID & R Plan is NOT APPLICABLE to the Jasper County Charter System.

Susan Stone