



# Comprehensive Needs Assessment 2023 - 2024 District Report



**Glascok 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	Jim Holton
Multiple Program(s)	Federal Programs Director	Jessica Miller
Multiple Program(s)	Curriculum Director	Vicky Usry
Multiple Program(s)	School Leader (#1)	Ann Cantrell
Multiple Program(s)	School Leader (#2)	Michael Costello
Multiple Program(s)	Teacher Representative (#1)	Tonya Williams
Multiple Program(s)	Teacher Representative (#2)	Kelly Bryan
McKinney-Vento Homeless	Homeless Liaison	Breanna Phillips
Neglected and Delinquent	N&D Coordinator	Jessica Miller (no N & D facilities)
Rural	REAP Coordinator	Jessica Miller
Special Education	Special Education Director	Jessica Miller
Title I, Part A	Title I, Part A Director	Jessica Miller
Title I, Part A	Family Engagement Coordinator	Ann Cantrell
Title I, Part A - Foster Care	Foster Care Point of Contact	Breanna Phillips
Title II, Part A	Title II, Part A Coordinator	Jessica Miller
Title III	Title III Director	Jessica Miller
Title IV, Part A	Title IV, Part A Director	Jessica Miller
Title I, Part C	Migrant Coordinator	Jessica Miller

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	NA
Multiple Program(s)	Testing Director	Alisha Logue
Multiple Program(s)	Finance Director	Candy Beggs
Multiple Program(s)	Other Federal Programs Coordinators	NA
Multiple Program(s)	CTAE Coordinator	Chris Kelley
Multiple Program(s)	Student Support Personnel	Liz Harrell; Cindy Holton, April Clark;

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Ann Cantrell; Michael Costello
Multiple Program(s)	High School Counselor / Academic Counselor	Breanna Phillips
Multiple Program(s)	Early Childhood or Head Start Coordinator	NA
Multiple Program(s)	Teacher Representatives	Tina Williams; Hope Hadden; Ashley Haywood; Katie Cullens; Tori Wheeler; Kelly Bryan
Multiple Program(s)	ESOL Teacher	NA
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Ashley Haywood; Hope Hadden
Multiple Program(s)	ESOL Coordinator	NA
21st CCLC	21st CCLC Program Director	Wanda Davis
21st CCLC	21st CCLC Site Coordinator or Data Specialist	Jennifer Kelley; Kristi Kitchens
Migrant	Preschool Teacher	NA
Special Education	Student Success Coach (SSIP)	NA
Title II, Part A	Human Resources Director	Candy Beggs
Title II, Part A	Principal Supervisors	Jim Holton
Title II, Part A	Professional Learning Coordinators	Jessica Miller
Title II, Part A	Bilingual Parent Liaisons	NA
Title II, Part A	Professional Organizations	NA
Title II, Part A	Civil Rights Organizations	NA
Title II, Part A	Board of Education Members	NA
Title II, Part A	Local Elected/Government Officials	NA
Title II, Part A	The General Public	NA
Title III	Refugee Support Service Staff	NA
Title III	Community Adult ESOL Providers	NA
Title III	Representatives from Businesses Employing Non-English Speakers	NA
Title IV, Part A	Media Specialists/Librarians	Vicky Usry
Title IV, Part A	Technology Experts	Chad Arrington
Title IV, Part A	Faith-Based Community Leaders	NA

## 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)	Adalyn Downs, Tristan Clark, Treasure Goodson, Nate Miller, Zion Moss, Chelsea Williams, Briar Brantley, Lexi Mitchell
Multiple Program(s)	Private School Officials	NA-no private school participation
Migrant	Out-of-School Youth and/or Drop-outs	NA - served via ABAC consortium
Title I, Part A	Parent Representatives of Title I Students	Sarah Johnson, Karla Waters, Paul Parrish
Title I, Part A - Foster Care	Local DFCS Contacts	Tammy Leonard; Suzette Dance
Title II, Part A	Principals	Ann Cantrell; Michael Costello
Title II, Part A	Teachers	Tonya Williams, Tina Williams, Hope Hadden, Kelly Bryan, Katie Cullens, Alisha Logue, Tori Wheeler
Title II, Part A	Paraprofessionals	Cindy Snider
Title II, Part A	Specialized Instructional Support Personnel	Cindy Holton, April Clark, Liz Harrell
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	OFTC; High Schools High Tech; Georgia Voc Rehab; Georgia PSC P-20 Collaborative; CSRA RESA; East Georgia GLRS
Title III, Part A	Parents of English Learners	n/a -- No EL students

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Dr. Debbie Alexander; Laura Hooven; Gin Sellers; Kayce Tyler
Multiple Program(s)	Technical, College, or University Personnel	Jennifer Todd; Dr. Judi Wilson
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	Sarah Johnson, Paul Parrish, Karla Waters

Recommended and Additional Stakeholders

Program	Position/Role	Name
21st CCLC	21st CCLC Advisory Council Members	Wanda Davis
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	NA
Migrant	Migrant PAC Members	NA
Migrant	Local Farmer, Grower, or Employer	NA
Migrant	Family Connection Representatives	Jennifer Kelley
Migrant	Local Migrant Workers or Migrant Community Leaders	NA
Migrant	Farm Worker Health Personnel	NA
Migrant	Food Bank Representatives	NA
Migrant	Boys and Girls Club Representatives	NA
Migrant	Local Health Department Representatives	NA
Migrant	ABAC MEP Consortium Staff	NA
Migrant	Migrant High School Equivalence Program / GED Representatives	NA
Migrant	College Assistance Migrant Programs	NA
Neglected and Delinquent	Residential Facility(ies) Director(s)	NA - no N & D facilities
Special Education	Parents of a Student with Disabilities	NA
Special Education	Parent Mentors	NA
Title II, Part A	School Council Members	NA

<p><b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b></p>	<p>The team utilized multiple stakeholder organizations, including the School Leadership Team, School Governance Team, East Georgia P-20 Collaborative; and CSRA RESA Professional Learning Council to create an inclusive group comprised of parents, community members, and internal stakeholders with varied perspectives. Likewise, the system administrators and school administrators comprised another stakeholder group to complete the Comprehensive Needs Assessment (CNA) over the course of the spring semester and summer. Multiple meeting dates were established at various times to ensure broad participation. Invitations were emailed to external stakeholders and leadership meetings are scheduled monthly. All stakeholders were invited to provide input via surveys distributed online and in hard copy as well as at the annual input meeting.</p>
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<p><b>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?</b></p>	<p>All stakeholders were invited to provide input via the spring stakeholder surveys and through the posting of documents on the system website. The district further engaged in roundtable discussions during input meetings (in face-to-face and online fashion) to identify and prioritize overarching needs. In addition, feedback submitted throughout the year from comment cards, parent conferences/meetings, curriculum development meetings, instructional coach meetings, and school-level meetings was reviewed by the stakeholder</p>
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	<p>group. The Leadership Team met quarterly to discuss matters related to the CNA and DIP. Progress related to DIP goals was presented at School Governance Team meetings which are open to the public. Meetings were posted on websites; advertised using flyers, the automated dialer, or the school marquees; by social media; and in person to stakeholders. Note regarding required stakeholders: There are no migrant dropouts or pre-school students and no private schools in the LEA.</p>
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>2. Instructional Planning:</b>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	
<p><b>3. Instructional Strategies:</b>The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	
<p><b>4. Differentiated Instruction:</b>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>	
<p><b>5. Assessment Strategies:</b>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	
<p><b>6. Assessment Uses:</b>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	
<p><b>8. Academically Challenging Environment:</b>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>.&lt;br&gt;</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short-term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

Standard	Score
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	



Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
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
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

Teacher Keys Effectiveness System- Standard

Standard	Score
<p><b>10. Communication:</b>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>	
<p><b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>. &lt;br&gt;</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> .  	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
<b>Note:</b> State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> .  	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p><b>What perception data did you use?</b> [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>Primarily, the LEA utilized stakeholder surveys, including the following:</p> <ul style="list-style-type: none"> <li>● LEA Federal Programs Spring Parent Surveys</li> <li>● GaDOE Student Health 2.0 Surveys, as available</li> <li>● GaDOE School Personnel Surveys, as available</li> <li>● GaDOE Parent Surveys, as available</li> </ul> <p>In addition, the district collected anecdotal notes regarding stakeholder perception from the following:</p> <ul style="list-style-type: none"> <li>● Input Meetings</li> <li>● Leadership Team Meetings</li> <li>● IEP meetings</li> <li>● CSRA RESA Board of Control and Professional Learning Council meetings</li> <li>● East Georgia P-20 Collaborative meetings</li> <li>● Parent conferences</li> </ul>
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<p><b>What does the perception data tell you?</b> (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>Georgia School Personnel Surveys for 2022-2023 indicated teachers frequently recognize students for good behavior (96.08%), have high standards for achievement (92.16%), treat all students fairly (90.20%), work hard to make sure students do well (98.04%), and feel safe at school (100%).</p> <p>The 2022-2023 Georgia Parent Survey results reveal that 91.89% of respondents somewhat or strongly agreed that their children's schools held high standards for achievement, 95.5% somewhat or strongly agreed that teachers work hard to make sure that all students do well, and 90.99% agreed that the schools' teachers promote academic success for all students. Parents also indicated that their children felt safe at school (95.5%) and traveling to/from school (99.1%). In addition, they perceive school facilities and classrooms to be well-maintained (94.59%) and organized (96.4%) with up to date instructional materials (92.79%).</p> <p>Only four parents responded to the Spring 2023 Federal Programs Survey following multiple attempts for input. No parents attended the in-person input meeting. Responses from the survey indicated no changes were necessary with federal programs documents at this time.</p> <p>The 2022-2023 Georgia Student Health Survey 2.0 results at the Elementary School illustrated a connectedness with school and personal social learning but a lower level of agreement when reporting perceptions of student-student interactions. Over 94% of students in grades 3 - 5 responded their school wants them to do well in school, but only 66% felt they performed well in school often or always. Moreover, 90.65% of elementary students surveyed responded that their schools "always" or "often" had clear rules for behavior; however, 23.36% responded that students "always" or "often" behave so teachers can</p>
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	<p>teach, only 43.93% felt that students "always" or "often" treated each other well, and only 67.29% responded that they "always" or "often" get along well with peers. Over 90% felt there "always" or "often" was an adult at school who would help. Among middle and high school students, connectedness with school ranked lower among students with 75.23% of students responding positively to "I feel like I fit in at my school" and 78.83% feeling "connected to others at school"; however, 80.18% felt successful in school, and 85.14% felt they get along with their peers, with 94.59% noting they treat others fairly, but only 57.66% felt students at their schools treat each other with respect or treat others fairly. This was further underscored in student assessment of their own personal values and character traits - 87.84% reported being "open to different opinions and perspectives" and 91.89% said "honesty is an important trait." and adult social support with 77.48% agreeing that "teachers treat me with respect" but only 54.5% agreeing that "teachers treat all students fairly." The 2022-2023 Georgia School Personnel Survey results supported this, with the lowest levels of agreement (82.35% and 90.2%, respectively) on the following statements: "Students at my school demonstrate behaviors that allow teachers to teach and students to learn" and "Students at my school treat each other with respect." The district has multiple processes to ensure support for student learning and interactions. Chief among these is the PBIS process, which relies upon collaborative data analysis and problem-solving. Internal stakeholder surveys and meeting minutes demonstrate a need for continued training in the implementation of the MTSS process for academics and behavior.</p> <p>Among challenges noted by stakeholders on multiple survey instruments as well as anecdotal notes is parent engagement, school rules being consistently enforced, and all students treated fairly. On the Parent survey, 79.28% of parents responded they were involved in the decision making process at their child's school and only 68.47% indicated they volunteer to help at the schools. On the question "School rules are consistently enforced at my student's school" 78.38% agreed and 77.48% agreed that all students are treated fairly at school. Personnel indicated that parent engagement is a challenge with 68.63% of staff agreeing that parents participate in PTA meetings or parent/teacher conferences and 66.67% agree that parents volunteer. Ratings for parents attending school activities was higher (82.35%) due to attending athletic activities being included by personnel when answering this question.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>The following data were analyzed for the CNA:</p> <ul style="list-style-type: none"> <li>● GaDOE School Improvement Dashboard (SLDS)</li> <li>● Exit interviews/surveys</li> <li>● Local system personnel reports</li> <li>● TKES and LKES ratings</li> <li>● Student Record reports</li> <li>● Sign in sheets</li> <li>● Extracurricular rosters and reports</li> </ul>
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<p><b>What does the process data tell you?</b>          (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>Using the School Improvement Dashboard, the percentage of teachers retained in the district increased from 86% in 2020 to 102% in 2021, the highest percent in the last three years. The data for 2022 and 2023 are not available in the dashboard at this time. The percentage of teachers with provisional, emergency, or waiver certificates continues to be below the State average with only 2% of staff holding one of these certificates. The system's percentage of inexperienced teachers has declined from 39% in 2019 to 16% in 2021 which is also lower than the state average of 33%. In reviewing exit interview/survey results, veteran teachers are leaving the field for retirement while other staff members are leaving to accept offers in neighboring districts for personal reasons (higher pay scale, proximity to residence, etc.).</p> <p>In reviewing Student Record reports, the percentage of students referred for gifted eligibility testing increased in 2023 to approximately 7.7%. The district attributes this in part to the GaDOE expansion of achievement measures to include universal screening tools (NWEA MAP and Renaissance STAR Reading and STAR Math) already utilized by the district. The number of student disciplinary incidents increased from 2,236 in 2022 to 2,412 in 2023 supporting the need for additional training in classroom management and working with challenging student behaviors. Mental health services are limited to external fee-based counseling in the area and families must travel to a neighboring county for access to a mental health facility.</p> <p>PLCs analyze common assessment data, design instruction, and build staff capacity. Staff evaluation data are reviewed monthly and summative results are used to design professional learning. Stakeholder surveys indicate a continued need for more data analysis training and how to use data to drive instruction. In contrast to perception data from surveys, the 2022-2023 TKES assessment ratings demonstrate standards 2 (instructional planning), 5 (Assessment Strategies), and 6 (Assessment Uses) to be among the lowest rated standards. This points to the need for the development of a common definition of rigor with differentiated instruction based on assessment results and vertical articulation.</p> <p>In the past two years, the district has added extracurricular and co-curricular opportunities in ??? The district's students have earned accolades in football, softball, basketball, and baseball as well as CTAE events with FFA. Although the district has seen a decrease in the percentage of pathway completers with 71% of the 2023 graduates projected to have completed one or more pathways in advanced academics, fine arts, world languages, and CTAE, there has been an increase in the percentage of 2023 graduates who earned credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses (60.47%).</p>
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<p><b>What achievement data did you use?</b></p>	<p>The most recent available achievement data were reviewed for the following:</p> <ul style="list-style-type: none"> <li>● GKIDS 2.0</li> <li>● GAA 2.0</li> <li>● Georgia Milestones End-of-Grade and End-of-Course measures</li> <li>● Local computer adaptive diagnostic and formative assessment data</li> <li>● College and Career Ready Performance Index, as available</li> <li>● Live Data Portal</li> </ul>
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<p>What does your achievement data tell you?</p>	<p><b>GKIDS 2.0</b></p> <p>The 2023 GKIDS 2.0 results indicate the percentage of students performing at the Demonstrating or Exceeding levels are as follows on each learning progression:</p> <ul style="list-style-type: none"> <li>● ELA - Phonemic Awareness, 84%; Phonics, 89%; High Frequency Words, 84%; Comprehension, 89%; Writing, 84%; Spelling, 87%; Communication of Ideas, 89%</li> <li>● Math- Shapes, 97%; Counting-Numbers, 97%; Counting-Objects, 97%; Comparing, 92%; and Addition/Subtraction, 92%</li> </ul> <p>While the percentage of students performing at the Demonstrating or Exceeding level surpasses that of the state in all learning progressions, these results indicate that students need support in higher order thinking progressions (comprehension, writing). This is a decrease in proficiency in all ELA and math areas from the 2022 school year.</p> <p><b>Locally Administered Diagnostic &amp; Formative Assessments</b></p> <p>Diagnostic and formative data from Acadience, NWEA Reading, NWEA Math, and HMH Reading Growth were used to identify areas of need. In the second year of Bookworms implementation, Acadience Reading, NWEA Reading, and HMH Reading Growth data reveal growth in the percentage of students performing at or above grade level across the elementary school in grades K through 5 from the beginning until end of year.</p> <p><i>Acadience Reading</i></p> <ul style="list-style-type: none"> <li>● Kindergarten- 46% to 86%</li> <li>● 1st Grade- 60% to 79%</li> <li>● 2nd Grade- 68% to 62%</li> <li>● 3rd Grade- 69% to 70%</li> </ul> <p><i>NWEA Reading</i></p> <ul style="list-style-type: none"> <li>● 4th Grade - 55% BOY to 60% EOY at grade level; Median student growth, 62%ile; 61% of students having growth=41%ile.</li> <li>● 5th Grade - 48% BOY to 50% EOY at grade level; Median student growth, 42%ile; 52% of students having growth of=41%ile.</li> <li>● 6th Grade - 41% BOY to 30% EOY at grade level; Median student growth, 28%ile; 39% of students having growth of=41%ile.</li> <li>● 7th Grade - 38% BOY to 37% EOY at grade level; Median student growth, 50%ile; 47% of students having growth of=41%ile.</li> <li>● 8th grade - 44% BOY to 50% EOY at grade level; Median student growth, 42%ile; 52% of students having growth of=41%ile.</li> </ul> <p><i>NWEA Math</i></p> <ul style="list-style-type: none"> <li>● 3rd Grade - 37% BOY to 54% EOY at grade level; Median student growth, 70%ile; 62% of students having growth of=41%ile.</li> <li>● 4th Grade - 55% BOY to 64% EOY at grade level; Median student growth, 58%ile; 79% of students having growth of=41%ile.</li> <li>● 5th Grade - 43% BOY to 43% EOY at grade level; Median student growth, 41%ile; 52% of students having growth of=41%ile.</li> <li>● 6th Grade- 41% BOY to 42% EOY at grade level; Median student growth, 43%ile; 52%=41%ile.</li> <li>● 7th Grade- 40% BOY to 34% EOY at grade level; Median student growth, 41%ile; 53% =41%ile.</li> <li>● 8th Grade- 50% BOY to 50% EOY at grade level; Median student growth, 62%ile; 83% of students having growth of=41%ile.</li> </ul>
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**Georgia Milestones Assessment System (GMAS) End of Grade (EOG) and End of Course (EOC)**

The preliminary Spring 2023 EOG data show that the percentage of students reading on grade level or above was 60.54% for the district (an increase from 57.2% in 2022), with the greatest percentage of students reading below grade level in grade 6 (67.65%). In all grades, students with disabilities had a greater propensity to score in the reading below grade level range than their non-disabled peers and in no place was this more evident than in grades 4, 5, 6, and 7 where general education students were three times more likely to read on grade level than students with disabilities. Data also illustrate that all students in elementary grades (particularly 3, 4, and 5), where guided reading instruction is the primary focus of the ELA portion of the day, were more likely to read at or above grade level. While the percentage of students reading on GMAS grade level increased, the percentage of students meeting the CCRPI Lexile readiness level, which is higher than that of the GMAS "at or above grade level" designation also increased (from 37.6% to 43.75%). Preliminary data reveal that approximately 45.71% of grade 3 test participants met the CCRPI Lexile target of 670L, 50% of grade 5 test participants met the CCRPI Lexile target of 920L, and 52.94% of grade 8 test participants met the CCRPI Lexile target of 1097L.

**Overall Summary:**

Preliminary 2023 ELA data show 32.14% of students at the Proficient or Distinguished level in grades 3-8, with the greatest needs in grades 3 (28.57%), 6 (29.41%) and 7 (29.27%). In comparison to the historical GMAS EOG/EOC systemwide results, grade level results show the following in ELA:

Grade Level	2021 Proficient and Above	2022 Proficient and Above	2023 Proficient and Above
3rd	39%	44%	28.57%
4th	21%	30%	30.00%
5th	26%	38%	42.50%
6th	29%	21%	29.41%
7th	24%	23%	29.27%
8th	7%	27%	32.35%
American Lit	37%	24%	20.00%

Preliminary Math data show 37.05% of students at the Proficient or Distinguished level in grades 3-8, with the greatest needs in grades 6 (29.41%) and 5 (30.0%). In comparison to historical GMAS EOG/EOC systemwide results, grade level results show the following in Math:

Grade Level	2021 Proficient and Above	2022 Proficient and Above	2023 Proficient and Above
3rd	35%	59%	48.57%
4th	38%	43%	40.00%
5th	19%	29%	30.00%
6th	23%	26%	29.41%
7th	38%	41%	34.15%
8th	33%	45%	41.18%
Algebra	3%	38%	28.85%

Longitudinally, the following is noted:

- The percentage of students in grade 3 who scored at the proficient learner level or above

	<p>in ELA (39%) decreased in 2022 to 30% (grade 4) but increased to 42.5% in grade 5 for this cohort. This same cohort improved in Math from 35% to 43% in 2022 but declined significantly to 30% in grade 5.</p> <ul style="list-style-type: none"> <li>● The percentage of students in grade 4 who scored at the proficient learner level or above (21%) increased to 38% in 2022 (grade 5) but declined significantly to 29.41% in grade 6 for this cohort. This same cohort declined in Math from 38% to 29% in 2022 and maintained at 29% in grade 6.</li> <li>● The percentage of students in grade 5 who scored at the proficient learner level or above (26%) declined in 2022 to 21% (grade 6) but increased to 29.27% in grade 7 for this cohort. This same cohort improved in Math from 19% to 26% in 2022 but only improved slightly to 29.410% in grade 7.</li> <li>● The percentage of students in grade 6 who scored at the proficient learner level or above (29%) decreased in 2022 to 23% and improved to 32.35% in grade 8. This same cohort</li> </ul> <p>In grades 3 - 8, there were decreases in the percentage of students at the Beginning and Developing Learner levels (a combined 70% in 2022 to 68% in 2023) in ELA and increases in the percentages at the Proficient and Distinguished Learner levels (a combined 30% in 2022 to 32% in 2023). The largest gaps between subgroups scoring at the Proficient Learner or higher in ELA are between ED students and SWD, where SWD are almost three times as likely to score at the Beginning Learner level.</p> <p>In grades 3-8, there were increases in the percentage of students at the Beginning and Developing Learner levels (59% in 2022 to 63% in 2023) in Math. Again the largest gaps in subgroups were among the ED students and SWD.</p> <p>The 2022 and 2023 End of Course data indicate less than 30% of students in American Literature and Algebra are scoring at the Proficient Learner level or higher. This is significantly below the percentages of the same for RESA and the State historically.</p>
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<p>What demographic data did you use?</p>	<p>The following demographic data were used:</p> <ul style="list-style-type: none"> <li>● Student Record</li> <li>● FTE Reports</li> <li>● GaDOE School Improvement Dashboard (SLDS)</li> <li>● US Census Bureau estimates</li> </ul>
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<p>What does the demographic data tell you?</p>	<p>District enrollment has been in a decline for multiple years, with a difference of 12 PK-12 students from FY22 to FY23; however, this may indicate that a stabilization in enrollment may be forthcoming. The percentage of students with disabilities enrolling in the district is increasing (18% in 2023). The percentage of students receiving free and reduced meals have increased (42.3% in 2022 to 50.96% in 2023).</p> <p>The number of drop outs ... from x in FY 22 to x in FY 23. The graduation rate has ....</p> <p>Attendance data in the GaDOE School Improvement Dashboard indicate that the percentage of students missing 5 or fewer days improved from 50% in 2021 to 28.45% in 2022. This is likely the result of reinstatement of pre-pandemic measures. Student Record reports for 2023 note the average daily attendance rate for all students was 91.42%, which is a slight decrease from 2022 (92.19%).</p>
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In comparing FY22 data to FY23 Student Record data for students active at year's end, the number of students served in the gifted program has increased. Local SIS data shows that the number of students participating in dual enrollment has increased. The number of students with disabilities as reported by the FY23 Student Record continues to exceed 18% of the district's total student population. This indicates a continued need for professional learning on meeting the needs of exceptional children as well as deploying pre-referral interventions to support students academically and behaviorally.

The district has employed conservative budgeting and ensured alignment of all expenditures to the Strategic Plan to manage a changing local tax base. Despite financial challenges, the system has continued to offer a wide range of services for all subgroups through innovative scheduling, collaborative planning, and a blend of service models. Instructional funds are equitably distributed based on student services and state and federal professional learning funds are braided to meet the needs identified in the CNA process.

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Benchmark assessments are administered in reading and math. Curriculum maps provide consistent guidance for teachers across grade levels and content areas and are in the process of being updated to ensure students master the content being taught. Professional learning in the areas of literacy and data analysis has been identified. We are a small, rural school system with limited personnel resources. The MTSS process has been revised; however, data talks are inconsistently held at each level to identify students who need additional academic or behavioral support or students who need additional rigor provided. Student achievement in literacy has improved to pre-pandemic achievement at most grade levels in K-5 with the implementation of a new Reading/ELA curriculum. Leaders need to be more consistent in ensuring implementation with fidelity is occurring across all subject and grade levels.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>District and school level leaders have begun to monitor the implementation of curriculum calendars, vertical alignment, benchmark assessment administration, and professional learning. We can continue to strengthen these trends by providing specific and deliberate professional learning targeted to build leadership capacity throughout the school. Additionally, more professional learning for teachers and leaders is needed regarding the use of highly effective instructional strategies to increase literacy in core academic areas and in using data analysis to drive instruction.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Recruitment and retention continues to be of high importance to ensure all personnel are professionally qualified, certified in-field, and perform at high levels. Careful monitoring by all levels of administrative staff regarding effective leader and teacher performance, student academic progress, and adherence to ethics and standards remain top priorities. TKES data indicates that classroom performance and teacher effectiveness is high. State and local assessments indicate that there is a positive trend in student achievement with achievement scores in most areas returning to pre-Covid performance.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The school works to provide accessibility for students, parents, and community members. The inclusion of all groups helps ensure open communication and the identification of a variety of student and family needs based on observation, data, and levels of performance. Parent survey results indicate a continued need for alternate methods for families to participate and increased communication between the school and parents, especially at the Middle/High School level. Although multiple opportunities are offered for parent engagement and input, attendance is very low even when workshops are presented on multiple dates at varying times and available virtually. While parents indicate they prefer a face to face workshop, interest and attendance are usually limited to three parents. This is due to scheduling, inadequate/timely notification, family conflicts, and lack of interest. Parent survey results indicate that parents do feel they have opportunities to provide input and are provided with district and school level documents on family engagement. School-wide parent conferences now occur annually at the end of the first nine week period. A standard procedure has been developed developed for all teachers to use in K-12. At these conferences, teachers and parents will review the school compact, current achievement data, latest GMAS data, promotion requirements, and individual student glows and grows. Additional parent conferences will be held at the end of each nine week period for at-risk students and as requested by parents for non-risk students.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>To increase achievement levels in all academic areas, the district needs to continue providing extended academic support to the identified students through the Summer Bridge program, intervention teachers provided throughout the day, summer school, and PBIS. The school will continue Early Intervention Programs, career lessons, and mentoring/tutoring at the elementary school level to ensure all students have access to a supportive learning environment. Teams will disaggregate student achievement data to determine weaknesses in learning and to devise strategies to target areas of need. School and district leadership will work with identified teachers to build capacity and provide professional learning related to literacy and data analysis.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Prior to the pandemic, 62% of students in the Glascock County School System qualified for free and reduced lunch. Due to the school nutrition waiver for the 2021-2022 school year, the vast majority of parents did not/would not return the school nutrition forms; therefore, the reported percentage of free and reduced lunch population declined drastically to 42.37%. Our economically disadvantaged and students with disabilities population groups are the lowest performing subgroups. Through screenings for eligibility, programs are designed to help provide academic support. Additional instructional opportunities are available to GCSS students through the 21st Century after-school program offered in the community. The district, in collaboration with Family Connections and Communities in Schools of Glascock County, promotes and facilitates parental training to enhance their ability to provide</p>



Strengths and Challenges Based on Trends and Patterns

	academic assistance to their students.
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<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>While analyzing test scores, it is evident that students with disabilities and economically disadvantaged students historically score lower than the all subgroups at Glascock County Schools. Student achievement has shown an overall increase in the percentage of students scoring proficient or above on the GMAS in all content areas from the 2021 administration with approximately 34% and 30% of students scoring below proficiency in ELA and Mathematics respectively in grades 3 through 8; however, approximately 47% of swd are performing at the beginning or developing level in Reading/ELA compared to 33% of non-swd students performing at these levels and 41% of swd are performing at the beginning or developing level in math compared to 27% of non-swd. Teacher needs are monitored based on how well their students perform and areas where students may score below the norm. Teacher Keys, student benchmark assessments, and anecdotal information collected during walkthroughs are analyzed. Leaders are mentored by district leaders to ensure they clearly understand expectations related to all aspects of the total school program.</p>
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IDEA - Special Education

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

<p><b>Strengths</b></p>	<p>The Glascock County School District has not been found disproportionate in discipline or identification of SWD's for the past three years. GCSS uses a systemic progress monitoring and data collection process for IEP goals. The majority of our special education students are in a combination of Co-Taught, Collaborative, supportive instruction, or Small Group classes and participate in assessments with their general education peers. We have a small percentage of the student population participating in the Georgia Alternative Assessment; however, this has seen an increase in the past few years due to student transfers into the county with GAA eligibility.</p>
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## IDEA - Special Education

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

<b>Challenges</b>	<p>Glascocock County is a small district and it is extremely difficult to offer all of the specialized classes that some of our special education students need in order to meet their goals and objectives. These higher need students such as Emotion/Behavior Disorders are served through our cooperative agreement with SandHills GNETS. Although the district utilizes the full range of services in the least restrictive environment for students, Georgia Milestones assessment data reveal an achievement gap between the SWD subgroup and other subgroups within the district. Based on the 2023 Georgia Milestones EOG assessments, approximately 92% of swd are performing at Beginning Learner or Developing Learning in math compared to 57% of non-swd students performing at Beginning or Developing Learner. The gap is also present based on Reading/ELA EOG assessment as 92% of swd performed at the Beginning or Developing Learner versus 63% of non-swd at this same level. The majority of special education teachers in the district are general education teachers who added special education certification through GACE assessments and have limited training/education in students with disabilities. The special education director serves in other roles within the district and has limited opportunities to more closely monitor and support special education staff. A Special Education Facilitator was added to the staffing this past year to assist with training and mentoring non-traditional or struggling special education staff. The director and facilitator will be more closely monitoring student accommodations and analyzing achievement data during quarterly meetings with special education staff to ensure the students are receiving services and supports necessary to support and strengthen student learning. This effort to support students while working to help them become independent learners will help ensure the opportunity to learn the standards is maximized. Students with disabilities are historically absent from school at a greater rate than other subgroups as well which is a barrier to student achievement. Virtual or learn from home activities have been an extreme challenge for students with disabilities when quarantined.</p>
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### Title I - Part A - Improving Academic Achievement of Disadvantaged

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

<b>Strengths</b>	<p>Glascocock County School district is comprised of two schools which are schoolwide Title I schools. The schools use Title I, A funds to purchase supplemental intervention programs, paraprofessionals to reduce class size in primary grades, supplemental reading and math programs, and a summer bridge program for targeted elementary and middle school students in June.</p>
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<b>Challenges</b>	<p>Glascocock County is in a rural area. Due to having limited staff members, personnel are often stretched thin and have many responsibilities. Achievement scores dropped drastically in 2021 as a result of COVID-19 shutdowns, virtual/at home learning, and intermittent quarantines of students and staff throughout the year; however, achievement scores from 2022 indicated a return to pre-covid achievement levels in most grade levels and areas; however, there was limited movement in achievement scores in the 2023 school year. Instructional Coaches are needed to provide support to teachers during the school day through modeling strategies, providing resources, etc.</p>
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## Title I, Part A - Foster Care

<b>Strengths</b>	<p>Glascocock County School System works closely with the local DFCS. GCSS does have a Foster Care transportation plan in place and there is a foster care liaison (counselor) on campus.</p>
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<b>Challenges</b>	<p>Glascocock County only has one foster care home within the county to house any Glascocock County foster students. If/when students have to be placed in a foster home, they are usually placed out of county. Transportation could become a challenge.</p>
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## Title I, Part A - Parent and Family Engagement

<b>Strengths</b>	<p>Support is provided related to parent engagement activities such as parent and staff trainings, annual meetings, and revision meetings. Parent Engagement opportunities are offered such as Literacy training, Math trainings, Read Across America Week, Apply to College Day, Kindergarten Orientation, Middle School Orientation, Financial Aid Sessions, and 9th grade orientation.</p>
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Title I, Part A - Parent and Family Engagement

Challenges	Parent attendance at parent engagement events has historically been low. We have continued to offer virtual sessions since the pandemic; however, there continues to be limited participation in virtual or face to face sessions. The majority of parents commute 30-60 miles to work which makes it difficult for them to attend events. Parent survey results indicate that schedule conflicts and lack of interest in attending parent workshops are the greatest challenges to attending events at the school. Establishing a Parent Engagement Committee would help monitor parent engagement at the school level and provide additional personnel resources in this endeavor.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	There are currently no migrant students in Glascock County. Strengths and challenges cannot be identified as there have been no migrant children enrolled for the past three consecutive years in Glascock County schools.
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Challenges	There are currently no migrant students in Glascock County. Strengths and challenges cannot be identified as there have been no migrant children enrolled for the past three consecutive years in Glascock County schools.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	There are currently no neglected and delinquent students in Glascock County.
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Challenges	There are currently no neglected and delinquent students in Glascock County.
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Title II, Part A - Supporting Effective Instruction

**If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title II, Part A funds.”**

Strengths	Vacancies are advertised on TeachGeorgia and posted on the school website. School climate has been a focus of school administration over the past three years to increase student and staff morale. Professional learning communities have been established and meet throughout the year in literacy, writing, math, and data analysis for teachers, paras, and leaders. In recruiting hard to staff areas, Title II funds have been used to support GACE test administration fees for teachers to become qualified in those areas and to enroll potential candidates in an endorsement program or an alternate certification program such as TAPP to meet professional certification requirements.
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Challenges	Glascok County is in a remote area and prospective teachers often opt not to work at GCSS due to long commutes. Glascok County is not able to offer a competitive local supplement for its employees when compared to neighboring school systems due to a lack of local industry and revenues. Glascok County is a remote area approximately 25 miles from our RESA and 50 miles from more populated cities in the area such as Augusta. We struggle to balance job-embedded professional learning with the impact of teacher absences in the classroom. We have had difficulty finding qualified candidates in Special Education and middle grades math. Instructional Coaches are needed in Technology to provide much needed support to teachers during the school day through modeling strategies, providing resources, etc.
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Language Instruction for English Learners and Immigrant Students

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

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

Language Instruction for English Learners and Immigrant Students

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

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

Strengths	There are currently no EL or Immigrant students enrolled in Glascock County Schools. In the event an EL student enrolls, individualized support is provided through an ESOL endorsed teacher and a Rosetta Stone subscription. We currently have two ESOL endorsed teachers on staff.
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Challenges	In the future, if the population of EL students grows, a program will have to be developed to serve the needs of ELL students. The rural setting of Glascock County would make it difficult to recruit an ESOL teacher with 'in-field' certification in the varying grade spans unless someone in-house was willing to obtain ESOL certification. Partnerships with neighboring counties may be a possibility in the event that an EL student were to enroll.
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Glascock County is a family oriented community. In prior years, the majority of students who have been identified as homeless were doubling up with family members. Procedures are in place to make sure education is not interrupted and the student has what he or she needs to succeed. In addition, procedures are in place to expedite enrollment for homeless students as well as transportation to school.
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Challenges	Glascock County does not have motels or homeless shelters in the county. Transportation could become a challenge if homeless students have to move outside of the county.
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Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: “100% transfer of FY24 Title IV, Part A funds.”

Strengths	100% transfer of FY24 Title IV, Part A funds.
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Challenges	100% transfer of FY24 Title IV, Part A funds.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	TKES data indicates that Glascock County has effective educators. All Glascock County teachers are professionally qualified and all core academic teachers are 'in-field' in the area in which they teach. GCSS has very few inexperienced teachers and all inexperienced teachers are partnered with experienced teachers as mentors. During the scheduling process, student placements are monitored to ensure that classes are equitable. There are two teachers per grade level in grades K through 8. In grade level teams, the teachers are content focused (ELA and Math/Science/SS in grades 1 and 2; ELA/SS and Math/Science in grades 3 through 8). At the high school, there are singleton teachers in all content areas except math and ELA which each have two teachers. The district seeks to hire teachers who meet professional qualifications. Teachers who receive ratings of Needs Development or Ineffective on the summative evaluation are placed on a remediation plan and assigned a mentor teacher.
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Challenges	Due to the rural size of the school system, there are two teachers per grade level in grades K-8 and one teacher per content area in grades 9 through 12, with the exception of ELA and math in the high school. Although TKES data indicates high performance on teacher effectiveness, student achievement data does not reflect student proficiency. When teachers are identified by administration as being in need of additional supports, the principals work with the teacher to create a professional development plan to address the areas of deficiency.
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Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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### 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	Improve student achievement in ELA.
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	
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##### Overarching Need # 2

Overarching Need	Improve student achievement in mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

Overarching Need	Increase teacher development and implementation of relevant and organized professional learning for teachers, paraprofessionals, and leaders.
How severe is the need?	Low
Is the need trending better or worse over time?	Worse

Overarching Need # 3

Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	The teacher retention rate declined in FY23 according to local data due to retirements and is projected to decline in future years due to staff reaching retirement eligibility. Recruitment of special education teachers, particularly those with content certification has been a challenge.
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Improve student achievement in ELA.**

**Root Cause # 1**

Root Causes to be Addressed	Lack of vertically aligned, systemic instruction process for teaching reading and writing in grades 6 - 12 and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-12.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : L4GA

Additional Responses	The district has developed a comprehensive structured literacy initiative with additional training to be provided by CSRA RESA.
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**Root Cause # 2**

Root Causes to be Addressed	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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**Overarching Need - Improve student achievement in mathematics.**

Root Cause # 1

Root Causes to be Addressed	Limited high-quality professional learning on Math, Science, Technology, Engineering, and Arts integration.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-12.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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**Overarching Need - Increase teacher development and implementation of relevant and organized professional learning for teachers, paraprofessionals, and leaders.**

Root Cause # 1

Root Causes to be Addressed	Aging workforce, including principals and central office administrators, that requires development of tiered leadership opportunities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	The district would like to begin a Leadership Academy focusing on induction and aspiring leaders.
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Root Cause # 2

Root Causes to be Addressed	Inconsistent monitoring of PLC implementation and effectiveness.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Others : L4GA; ESSER

Additional Responses	
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# District Improvement Plan 2023 - 2024



## Glascok County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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



DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in ELA.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of vertically aligned, systemic instruction process for teaching reading and writing in grades 6 - 12 and inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching reading and writing in K-12.
Root Cause # 2	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students
Root Cause # 3	Limited implementation of rigorous instructional plans/activities aligned with Georgia Standards of Excellence
Goal	Increase the percentage of students in grades 3-8 and American Literature scoring at the Proficient Learner level or above by 5% on the Spring GMAS ELA EOG/EOC.

Equity Gap

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

Action Step # 1

Action Step	Review, revise, and train staff on district Literacy Plans, pacing guides, planning calendars, and instructional units to include rigorous interdisciplinary and accelerated literacy opportunities.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Sign in sheets and agendas; lesson plan samples
Method for Monitoring Effectiveness	Teacher PL reflections Implementation checklists GAMS assessment data NWEA MAP Benchmark data Monthly classroom observations
Position/Role Responsible	Principals, Instructional Coaches, Special Education Director
Evidence Based Indicator	Demonstrate a Rationale

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)?	
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Action Step # 2

Action Step	Implement and monitor coherent, systemic process for teaching reading and writing using evidence-based programs and differentiated supports across the curriculum.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Professional learning sign-in sheets and training agendas; lesson plan samples
Method for Monitoring Effectiveness	Implementation checklist Formal and informal observations PL sign in sheets and training agendas lesson plan samples
Position/Role Responsible	Principals, Instructional Coaches, Special Ed Director
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Strategically schedule paraprofessionals in key grade levels to ensure access to small group instruction for content literacy.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Schedules with task and expectations
Method for Monitoring Effectiveness	Paraprofessional observations local and state assessment data
Position/Role Responsible	Principals, Instructional Coaches, Special Ed Director
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA and East GA GLRS supports the district by providing professional learning for reading in grades K-12 and paraprofessional specific trainings.
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Action Step # 4

Action Step	Implement rigorous formative measures that include extended and constructed response items aligned with the Georgia Milestones.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	lesson plans and formative assessments
Method for Monitoring Effectiveness	formative assessment data
Position/Role Responsible	Principals, Instructional Coaches, Special Ed Director
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)?	The system has several resources which include sample prompts, rubrics, and writing activities with paired passages to assist with instruction to meet the rigor of GMAS (WriteScore, IXL, iReady).
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Action Step # 5

Action Step	Implementation of Tier II and Tier III ELA/reading interventions (Wilson, SPIRE, Read180/System 44, IXL, Heggerty, Lexia, Bookworms Intensive).
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Intervention plans
Method for Monitoring Effectiveness	Progress monitoring data state and local assessment results
Position/Role Responsible	MTSS Coordinator; Special Ed Facilitator; Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Glascock County School System partners with CSRA RESA and GLRS to provide expertise and assist with monitoring. Program specific training is provided through these partnerships or through outside specialists.
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Action Step # 6

Action Step	Support and training through coaches and lead instructional teachers to support rigorous ELA core programs for grades K-12 and how to use assessments to identify areas of student weaknesses and grade level weaknesses and monitor progress in order to guide instruction and provide individual interventions.
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Sign in sheets; agendas/presentations
Method for Monitoring Effectiveness	Classroom observations state and local assessment data
Position/Role Responsible	Instructional Coaches; MTSS Coordinator; Special Ed Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	L4GA literacy grant initiative and partnerships with community agencies and colleges will help implement this action step. Training provided through the L4GA grant initiative in partnership with GSU. Training for teachers on new core ELA program through the University of Delaware and Open Up Resources.
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Action Step # 7

Action Step	Provide academic tutoring/instructional support beyond the school year (before/after school tutoring, summer bridge) for students in grades K-12.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Attendance data Time participated in instructional support
Method for Monitoring Effectiveness	Progress monitoring data state and local assessment data
Position/Role Responsible	MTSS Coordinator; Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The Glascock County School System partners with Family Connection and Communities in Schools of Glascock County, Inc. to provide afterschool opportunities to our students. Many of our teachers and paraprofessionals work in the afterschool program and are able to provide continued support to struggling students. The Summer Bridge program operates for four hours a day and students who attend are also enrolled in the FCCIS summer program to receive additional supplemental instruction in the afternoon.
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Action Step # 8

Action Step	Provide District-level Literacy Coaches and literacy paraprofessionals and school level Lead Literacy Teachers to support literacy instruction at GC Elementary and GC Middle/High School through PLCs, coaching, and modeling.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets; agendas/presentation materials
Method for Monitoring Effectiveness	Classroom observations Teacher surveys state and local assessment data
Position/Role Responsible	Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with CSRA RESA and area colleges/universities to provide endorsement training as needed.
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.2 Overarching Need # 2

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Limited high-quality professional learning on Math, Science, Technology, Engineering, and Arts integration.
Root Cause # 2	Inconsistent monitoring of the coherent, vertically aligned, systemic instructional process for teaching mathematics in K-12.
Root Cause # 3	Limited support and modeling on the use of data to inform and adjust instruction for small groups and individual students
Goal	Increase the percentage of students in grades 3-8 and Algebra who are scoring at the Proficient Learner level or above by 5% on the Spring 2024 GMAS Math EOG/EOC.

##### Equity Gap

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

Action Step # 1

Action Step	Train staff in systemic, structured process for explicitly teaching mathematics using evidence-based programs and differentiated supports and activities to share with parents.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PL sign in sheets; training agendas lesson plan samples
Method for Monitoring Effectiveness	Classroom observations state and local assessment data
Position/Role Responsible	Principals; Instructional Coaches; Federal Programs Director
Evidence Based Indicator	Promising

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA supports the district by providing math specialists who provide professional learning for math in grades K-12.
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Action Step # 2

Action Step	Provide continued support and training through math intervention paraprofessional, lead instructional teachers, and continued professional development to support rigorous math core program for grades K-12 and how to use information on formative and diagnostic assessments to identify areas of student weaknesses, grade level weaknesses, and monitor progress to guide instruction, provide individual interventions, and share information with parents.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign in sheets agendas/presentation materials
Method for Monitoring Effectiveness	Teacher PL reflection Math progress monitoring scores state and local assessment data
Position/Role Responsible	Lead Instructional Teachers
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step	Strategically schedule instructional paraprofessionals in key grade levels to ensure access to small group instruction in mathematics
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Master schedules Para schedule with task and expectations
Method for Monitoring Effectiveness	Paraprofessional observations progress monitoring data local and state assessment data
Position/Role Responsible	Principals; Instructional Coaches; Special Education Director
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)?

Action Step # 4

Action Step	Implement Tier II and Tier III math interventions with fidelity (Springmath, Reflex, IXL, VMath, Rocketmath).
Funding Sources	Title I, Part A Title I, Part A SIG IDEA
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student activity logs software reports staff sign in sheets
Method for Monitoring Effectiveness	Progress monitoring data local and state assessment data
Position/Role Responsible	MTSS Coordinator; Special Education Facilitator
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step	Employ supplemental extended learning opportunities including tutoring, K-8 Summer Bridge acceleration, and STEAM camps and competitions for academic content areas.
Funding Sources	Title I, Part A Title I, Part A SIG
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student activity logs software reports staff sign in sheets
Method for Monitoring Effectiveness	Progress monitoring data local and state assessment data
Position/Role Responsible	MTSS Coordinator and Federal Programs Director
Evidence Based Indicator	Promising

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)?	
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 Overarching Need # 3

##### Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase teacher development and implementation of relevant and organized professional learning for teachers, paraprofessionals, and leaders.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Aging workforce, including principals and central office administrators, that requires development of tiered leadership opportunities.
Root Cause # 2	Inconsistent monitoring of PLC implementation and effectiveness.
Goal	By the end of the 2023-2024 school year, 100% of Glascock County certified staff (teachers, paraprofessionals, administrators) will meet or be working towards the professional learning requirements in the TKES, LKES, or CP.

##### Action Step # 1

Action Step	Provide professional development and training for teachers, paraprofessionals, and administrators in ELA/Reading and Math through coaches, lead instructional teachers, and PLCs focused on math and literacy instruction, best practices in content focused instructional strategies, and in grades 6-12 ELA vertical alignment.
Funding Sources	Title I, Part A Title I, Part A SIG IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Sign in sheets Agendas/presentation materials Digital PL folders/products
Method for Monitoring Effectiveness	Classroom observations Staff surveys
Position/Role Responsible	Principals; Instructional Coaches; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnering with NWEA for training on use of NWEA MAP assessments. Glascock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Partnership with University of Delaware for PL and coaching of Bookworms curriculum.
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Action Step # 2

Action Step	Provide new teacher induction training as well as year-long mentoring for new teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Mentor logs Sign in sheets agendas/presentations
Method for Monitoring Effectiveness	Classroom observations teacher surveys TKES observations
Position/Role Responsible	Mentors; Instructional Coaches; Principals; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Provide PLC opportunities and job-embedded professional learning for school-level and district-level administrators to continue to grow as leaders.
Funding Sources	Title I, Part A SIG Title II, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Agenda Training materials
Method for Monitoring Effectiveness	Observation data LKES ratings
Position/Role Responsible	Superintendent; Federal Programs Director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Glascok County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs; P-20 Collaborative
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Action Step # 4

Action Step	Provide opportunities for teachers and paraprofessionals to expand their certification/endorsement for teaching other concentration areas through the GACE, TAPP, college courses, or endorsements with an emphasis in computer science and special education.
Funding Sources	Title II, Part A IDEA Perkins
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Record of enrollment in endorsement programs Record of certificate add-on fields or upgrades
Method for Monitoring Effectiveness	Recruitment and retention data
Position/Role Responsible	Federal Programs Director
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 4

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Glascocock County relies heavily on partnerships with CSRA RESA and GLRS to assist with professional learning needs. Local colleges and universities to assist teachers with obtaining advanced degrees/endorsements.</p>
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## 4. REQUIRED QUESTIONS

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

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>The LEA sought advice and solicited input from teachers, principals, assistant principals, paraprofessionals and community partners through annual spring surveys, comment cards, and meetings. Data from these surveys, along with process data, demographic reports, and student achievement results, were compiled by the Federal Programs Director and analyzed by system and school administrators at leadership meetings and monitored monthly. Likewise, anecdotal notes from the School Governance Team, East Georgia P-20 Collaborative, Augusta University Professional Education Council, CSRA RESA Professional Learning Council and Board of Control meetings are also used to determine the prioritized needs of the district and its schools. An annual spring input meeting also invited feedback from stakeholders on the design of all federal programs. After review of data, root causes were identified and an improvement plan, aligned with the district's multi-year Strategic Plan, articulated. Activities supporting the improvement of student achievement in literacy and mathematics, and the training of effective teachers and leaders were detailed, with federal and state funds coordinated to undergird these efforts. Title I, Part A and Title I, 1003A funds will be used to provide instructional paraprofessionals in reading and math at key levels. State professional learning will be used with Title II-A dollars to support the teacher induction and mentoring program as well as professional learning in reading, writing, and STEAM initiatives. <b>Note: The district has no charter or private schools within its geographic borders.</b></p>
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#### Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>During the scheduling process, student placements are monitored to ensure that classes are equitable. There are two teachers per grade level in grades K through 8. In grade level teams, the teachers are content focused (ELA and Math/Science/SS in grades 1 and 2; ELA/SS and Math/Science in grades 3 through 8). There are singleton teachers in all content areas at the high school except ELA and math which have two teachers. TKES data indicates that Glascock County has effective educators. Local benchmark data is monitored quarterly to ensure students are progressing in math and ELA. Teachers who receive ratings of Needs Development or Ineffective on the summative evaluation will be placed on a remediation plan and assigned a mentor teacher. All Glascock County teachers are professionally qualified and all core academic teachers are 'in-field' in the area(s) in which they teach. The district seeks to hire teachers who meet professional qualifications when openings</p>
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Serving Low Income and Minority Children

	<p>arise. GCSS has very few inexperienced teachers at this time. Teachers with less than three years experience are partnered with teacher mentors.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>The district uses student achievement data, TKES observations, staff perception surveys, and GaPSC Professional Learning Plans/Goals to ascertain teacher and student needs when revising its district and school Professional Learning Plans annually. Gaps between subgroups are identified, as are decreases in content-area achievement. TKES data are examined to identify the three lowest-rated TAPS standards, and professional learning on related strategies is included in the Professional Learning Plan. Personalized professional learning opportunities are offered in response to staff perception surveys and GaPSC Professional Learning Plans/Goals. Professional development is sustained, ongoing, and job-embedded through the use of Professional Learning Communities during common planning times and after school sessions at each school. The district will provide a PLC protocol for analyzing data, examining student work, and planning instruction and will train teacher-leaders to facilitate the job-embedded PLC. Time for professional learning is built into the work day through common grade-level planning during or after school. Leadership is disseminated among staff who serve in capacities such as instructional coaches, lead teachers, and mini-conference session presenters. Teacher-leaders and instructional coaches redeliver training and serve as peer mentors during implementation of system initiatives. The district is moving toward evidence-based professional learning as defined by ESSA. For Title II, A documentation, schools are required to provide research that meets the ESSA definition to support school-level activities. At the district level, the Federal Programs Director searches the Evidence for ESSA, Best Evidence Encyclopedia, and What Works Clearinghouse sites for evidence-based interventions and professional learning that meets the ESSA definition. Research is evaluated by the Federal Programs Director prior to the implementation of the intervention or professional learning activity. Student achievement measures as reported by subgroup and aggregate results on the GMAS and GKIDS will be used to determine whether district and school efforts are resulting in improvements in teaching and learning outcomes. These data will be further triangulated with TKES summative assessment proficiency rates, perception surveys, and CCRPI results.</p>
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PQ – Intent to Waive Certification

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

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

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student's IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>For the FY24 school year, the district is exercising its option to waive certification for all teachers except special education for service areas in alignment with the student's IEP.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>Those not holding a Georgia Professional Standards Commission (PSC)-issued certificate may be eligible for employment as teachers in the Glascock County School System if they meet the following credentials:</p> <ul style="list-style-type: none"> <li>● Hold a PSC-issued Clearance Certificate <b>AND</b></li> </ul> <ol style="list-style-type: none"> <li>1. Bachelor's degree in the subject area assigned from an accredited institution of higher education; OR</li> <li>2. Coursework in the subject area assigned (21 semester/35 quarter hours in subject specific courses) from an accredited institution of higher education; OR</li> <li>3. A passing score on the GACE Content Area Test in the subject area assigned; OR</li> <li>4. Six months work and employment experience in the field may count towards professional qualifications for CTAE Trade and Skill courses in grades 9-12.</li> </ol> <p>All paraprofessionals must hold a Paraprofessional License and Clearance Certificate issued by the Georgia Professional Standards Commission.</p>
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Glascocock County Middle/High School is currently identified as a TSI school due to a scheduling oversight where 5th grade students were not scheduled into a Beyond the Core eligible course. To support the school, each school in the district is required to develop a School Improvement Plan (or Title I Schoolwide Plan) detailing prioritized academic needs and SMART goals aligned with the results of the Comprehensive Needs Assessment process and the District Strategic Plan. In addition, the plan must include the evidence-based interventions and professional learning activities, submitted in the spring, to support the measurable goals and prioritized needs. Each spring, all stakeholders are invited to review the plans and provide feedback at an annual input meeting. Stakeholders are notified in multiple ways, including via school marquees, the district calendar, websites, social media, flyers, newsletters, and/or the phone, text, and email messaging system. These plans are submitted to the district and then approved if appropriate or returned to the school for revision if needed. Throughout the year, the Federal Programs Director, provides ongoing technical assistance to ensure compliance with program requirements as well as monitoring of the plan's initiatives. Allocation of funds from the district to its schools is based on these prioritized needs as well as student enrollments, achievement data, new employees, and new courses or career pathways. Federal programs budgeting decisions are made based on data which includes the level of student need, the gravity of need for improvement, and program guidelines. Title I-A funds are prioritized to the schools based on needs identified in the Equity Plan as well as other needs found in the Comprehensive Needs Assessment. Upon approval, the plan will be shared with all stakeholders via the school website or main office. The Federal Programs Director will provide technical assistance with monitoring the plan's implementation and evaluating its effectiveness to improve the performance of the consistently under-performing sub-group (TSI schools) or the school as a whole and its comparable eligible institutions (CSI schools). In conjunction with Title I-A, the district will prioritize Title II-A funds for targeted professional learning to improve student achievement in state- or federally-identified schools.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth</p>	<p>The district will collaborate with schools annually to conduct a review of current practices regarding integration of career and technical education content at various grade levels. The Federal Programs director and CTAE director, using feedback from the CTAE Advisory Council will facilitate the discussion of appropriate career awareness, development, or pathway completion activities within each grade span. A sampling of academic units and lesson plans will be used to determine the extent to which career and technical education skills are integrated in academics. During curriculum planning sessions, the district, in concert with its schools, will align, to the extent practical, CTAE and academic content. Strategies to address technical</p>
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CTAE Coordination

<p><b>interaction with industry professionals and, if appropriate, academic credit.</b></p>	<p>skill attainment include close reading of informational texts, labs, project-based learning, practicums, job shadowing, and work-based learning. Skill attainment is assessed using EOPA and formative measures. In grades K-5, career awareness will be incorporated into the regular school day and will be augmented by career-related activities such as Market Day and guest speakers as appropriate. Such lessons will include activities and discussion that address general employability skills, which will be modeled through schoolwide PBIS and classroom expectations. Middle grades students will complete a minimum of two career interest inventories and an Individualized Graduation Plan (IGP) selecting a career, fine arts, or advanced academic pathway prior to the end of eighth grade. During high school, the counselor and/or student's advisor will facilitate its review and update on an annual basis. The middle school elective offerings include courses related to career exploration and computer science. WBL opportunities include the Youth Apprenticeship Program as well as practicums and lab experiences for students enrolled in the Education and Healthcare Science clusters. In addition to these endeavors offered to all students, SWD are provided job coaching opportunities and may also participate in the High School High Tech Program and Workforce Investment Opportunity Act grant for additional training. Courses to complete the following pathways are currently offered or are planned: Business Accounting, Cybersecurity, Web and Digital Design, Game Design, Forestry/Wildlife Systems, Forest Mechanical Systems, Forestry Management Systems, Horticulture Mechanical Systems, Horticulture and Forest Science, Agriculture Mechanics Systems, and Plant Mechanical Systems. Partnerships with Warren County College and Career Academy and OFTC allow for additional opportunities for high school students in the areas of Certified Nurse Aid, Early Childhood, and Welding.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p><b>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.</b></p>	<p>Glascok County Schools are PBIS schools and have incorporated positive behavioral interventions and supports within school codes of conduct. Teaching of school appropriate behaviors is incorporated in the school day. District practice and procedures are set forth to ensure student time in class is maximized to the fullest extent without interruption. If there is a need for students to be removed from the classroom, work and student support are provided to ensure students do not lose the opportunity to master the Georgia Standards of Excellence. Student discipline data are reviewed monthly during the school leadership meetings to identify potential disparities between subgroups and high frequency incidents. Partnership with APEX to provide on site mental health counseling for referred students. MTSS includes and requires the implementation of research based intervention, Check In/Check Out, for students with behavioral concerns. Annual PL on de-escalation techniques for administration and staff</p>
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## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	working with at-risk populations.
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## 4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>The transition from middle to high school begins in grade 6. Through the ACE/Honors program, students are able to accelerate in multiple areas, allowing eighth graders to earn high school credit in English language arts and science courses. To facilitate further the transition from middle to high school, rising ninth graders receive an overview of academic and CTAE courses offered in grades 9-12 at a parent information session prior to pre-registration each spring. In advance of the system Open House, a freshman orientation is held for students and parents. The Leadership Team has recognized a need to provide potential breakout sessions during this orientation to provide additional information on the CTAE pathway options available to high school students. The counselor works with the high school teachers to coordinate post-secondary visits (two per year for seniors, one per year for juniors). The counselor and FCCIS coordinates a career/college fair once every four years to allow students opportunity to discuss potential post-secondary and career options with current members. The school highlights a college and tech school each month on the bulletin board. The counselor coordinates with Ga Student Finance Commission to host parent workshops to assist with submission of financial aid. Counselor and staff work with students throughout the year to assist with GaFutures submissions and explore 3 career/colleges using GCIS throughout high school career during student advisement sessions with high school teachers and/or guidance counselor. The school counselor assists students in registering for the SAT or ACT, applying to post-secondary institutions, completing the Federal Application for Student Aid (FAFSA), seeking scholarships, and obtaining letters of recommendation. GC Middle/High School requires seniors to complete Capstone projects in semester long career-related projects of interest. We have a partnership with local post-secondary institutes (OFTC) and Warren County College and Career Academy to allow Glascock County students to attend dual enrollment opportunities at the Warren County College and Career Academy. The Counselor provides dual enrollment information annually to students and parents beginning in middle school. Students and parents electing to participate in dual enrollment opportunities are walked through the process by the counselor's office.</p> <p>Beginning in the 8th grade, a Transition Plan is written as part of each swd's IEP which addresses the student's post-secondary goals, needs, preferences, and yearly activities to reach those goals. Transition plans are developed using transition surveys, student interviews, parent/student questionnaires. Students are referred to agencies who may assist with their post-secondary goals such as Vocational Rehabilitation. Case managers or the Special Education Director assist students in contacting the department at each post-secondary school that handles disability services in order to help students and parents understand</p>
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Middle and High School Transition Plans

	<p>what services will be available and what they will need to provide to the school to receive those services. A Summary of Performance is completed for all students with an IEP upon graduation which outlines their strengths, weaknesses, goals, and provides contact information of agencies which may be beneficial to them upon graduation. A copy of all current special education paperwork is also provided to them to provide to post-secondary schools. The Georgia Department of Labor's Vocational Rehabilitation Division sponsors the High School High Tech Program and attends IEP meetings to provide input on the transition plan for post-secondary opportunities for SWD. All students may also participate in the Dual Enrollment Program, taking courses on-line or in a traditional format with higher education institutions. Dual enrollment, facilitated by the school counselor, is growing, and a number of students earn credentials from the local technical college while also completing high school requirements.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Head Start, BFTS preschool programs, private childcare centers with special needs Pre-K students, and the Glascock County School System work together in serving students jointly. Head Start and pre-school students with special needs are served within consultative, co-teaching, or resource models as appropriate in the home environment, at Head Start, in the LEA's special needs preschool program for three-year-olds, or within the system's Pre-K classes at the local elementary schools. Determination of services is made by a multi-disciplinary committee after eligibility is established. Prior to the transition into the public school system, a parent meeting is held to ensure that an appropriate environment and services will be provided immediately upon enrollment. System Pre-K teachers also initiate referrals for additional screening for students in need of MTSS, EL, migrant, homeless, or speech services. Local Pre-K providers allow academic assessments to be administered to all students every spring with the results being used to assist with a smooth transition into the kindergarten setting. Results of this Kindergarten Readiness Assessment are reported to providers and parents, while the local elementary school uses this information to determine each student's initial learning needs. Each spring, local Pre-K providers and the Head Start program are invited to tour the elementary school prior to registration.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>There are no Title I targeted assistance schools in the district.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The instructional programs at all schools are based on the Georgia Standards of Excellence (ELA, science, social studies)/Georgia's K-12 Mathematics Standards. Multiple assessments, including formative measures, are used to monitor student progress and to plan for differentiated instruction. Guided reading instruction takes place in small groups in grades K-5 to ensure students' needs are met, and have achievement periods built into the school day for remediation and acceleration of academic skills. Computer software augments direct instruction; Accelerated Reader, Lexia, Springmath, Reflex, Rocketmath, and iReady are used to provide interventions and individualized practice. Early Intervention Program (EIP) and Remedial Education Program (REP) teachers conduct additional small group instruction to provide assistance for at-risk students, while gifted and special education services encompass a myriad of models. Dual enrollment, Advanced Placement, advanced content, and Career, Technical, and Agricultural Education (CTAE) courses allow students to explore a variety of interests while completing their Individual Graduation Plans. The academic curriculum is augmented by fine arts, technology, CTAE, foreign language, health and physical education courses. The LEA has two Title I school-wide programs. The school-wide plans are revised each school year with stakeholder representatives. The Title I director monitors progress using a checklist disseminated at the beginning of the school year, while providing technical assistance on compliance matters during monthly principals' meetings. The home-school compact, school-wide plan, and Parent and Family Engagement Policy are developed in conjunction with parents. Parents are invited to conferences to discuss their children's progress, and teachers share materials to enable families to assist children with academic needs at home. The school-wide programs include the use of instructional paraprofessionals in grades K-8 ensure that the teacher-student ratio is lowered, enabling each student to access small group reading and math instruction daily. Title I funds also supplement technology, software, supplies, books, and evidence-based interventions that extend those provided in regular education, special education, and EIP/REP settings. Professional learning funds are also provided for school-based needs outlined in Title I School-wide Plans. District set-asides are used for system-wide initiatives such as supplemental after school tutoring or summer remediation/acceleration.</p>
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Title I, Part A – Instructional Programs

	<p>Annually, program effectiveness is evaluated with stakeholder surveys and student achievement data.</p> <p><b>The district has no targeted assistance schools; in addition, there are no institutions for neglected or delinquent children located within the LEA.</b></p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate);description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Glascok County schools use the Title I, Part C Parent Occupational Survey provided in multiple languages by the Georgia Department of Education Migrant Education Program (GaDOE MEP) Region 1 office to identify potential migrant students. The survey, presented in a family's native language, is completed annually as part of new student registration. Surveys completed as part of the registration packet are returned to the school, where registrars are trained to forward to the Title I director any surveys that align with the guidelines outlined on the bottom of the form. These are faxed to the MEP Region 1 office for further review. Additionally, the system receives notice each month via the MyGaDOE portal of any newly identified MEP pupils or out-of-school youth (OSY). The Glascok County School System has procedures in place to provide a timely transfer of school records, including immunization and other health records, for all students including migratory pupils. The process begins as soon as a parent/guardian provides the school with a formal signed release of records, consent for request of records, or by request from the receiving school. When a student is transferring out of the district, records are faxed promptly to the school making the request. Likewise, when a student transfers into the Glascok County School System, a formal consent to request records is signed by the parent and faxed to the previous school. The school counselor, registrar, and administrators are charged with following up on the request for academic and health records to ensure a timely transfer. The Glascok County School System also has a process in place for translation and evaluation of transcripts of international students. Foreign language teachers and other personnel have assisted with translations as needed. Furthermore, the MEP Consortium at ABAC assists with the facilitation of records transfers as needed. The LEA will utilize the Migrant Student Information Exchange (MSIX) system to coordinate academic and health services for migrant pupils. For each new and departing migrant pupil, the system Title I director will check the MSIX for enrollment, academic placement and credits, and health/immunization records, sharing this information with the applicable school to ensure the appropriate academic placement and support services are provided.</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>There are no migrant students in Glascock County at this time. In the event of enrollment, the district will coordinate with the MEP Consortium at ABAC to provide supplemental services to eligible migrant students and youth in the district. The records of migrant students will be reviewed and teachers will assess the needs of the students and request tutorial support if needed.</p> <p>Academic progress of these students will be constantly monitored and grade reports will be submitted to the Title I Director at the end of each grading period. A family profile will be administered upon student enrollment and will be used to help identify academic, social, health, and nutritional needs for the family.</p>
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## 4. REQUIRED QUESTIONS

### 4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.</b>                  What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?                  Include: Description of your district's procedures                  Specific professional learning activities                  Plan to monitor implementation with fidelity</p>	<p>Glascocock County has partnered with Vocational Rehabilitation and the High School High Tech Program to provide students opportunities to participate in post-secondary transition activities such as industry certifications, industry tours, post-secondary tours, and job fairs. The high school special education teacher is the contact person for Voc Rehab and HSHT and coordinates activities for students. She provides all high school students with disabilities information on the programs and services offered during Open House each year and obtains all necessary signatures for referral/participation. This is an ongoing referral process and she continues to reach out to the families of students on her caseload throughout the year to encourage participation in these transitory activities. At the conclusion of the 2022-2023 school year, there were 16 high school students participating in the High Schools High Tech and Voc Rehab program.</p> <p>The guidance counselor at the high school level supports and closely monitors at-risk students, including those with disabilities. Special education teachers provide support for teachers in K-12 and assist with differentiation of instructional strategies to increase achievement in the general education setting for SWDs. The special education director and counselor work together in scheduling and graduation tracking for all students including SWDs. Instructional support/extension and study skills classes are available to all K-12 students to provide intervention, remediation, acceleration, study skills, or unit/credit recovery. Credit recovery is available for all students through Georgia Virtual Credit Recovery or Edgenuity online credit recovery curriculum. The guidance counselor also serves as the Youth Apprenticeship/WBL Coordinator. All students interested in work-based learning opportunities work with the guidance counselor to determine if the student qualifies for a WBL placement. Work-based learning includes the development of a detailed training plan between the employer and apprentice; identification of specific work tasks that will develop workplace competencies; a minimum of 720 hours of on-the-job training; workplace mentoring; and instruction in general workplace competencies as well as all aspects of a chosen industry. All students including SWDs are provided information for dual enrollment through the guidance department. The guidance counselor works with all students to register for and schedule any required entry exams for dual enrollment classes. The IEP committee addresses scheduling and student supports for SWDs who express interest and are eligible for dual enrollment. Student supports documented in the student's IEP are shared with the dual enrollment teacher and monitored by the special education case manager and</p>
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IDEA Performance Goals:

	<p>special education director each semester. Special education teachers will participate in professional learning for this year in collaboration with East GA GLRS on developing the Transition Plan and Summary of Performance in order to support students with graduation and post-secondary outcomes. Special education teachers at the middle and high school also participate in professional learning focused on Transition Plans through GaDOE webinars and district trainings on writing data-driven transition plans.</p> <p>The Special Education Director holds two General Supervision training sessions either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and paraprofessionals are required to attend. Surveys are collected following each session and IEPs are reviewed by the Special Ed Facilitator and/or Special Ed Director to determine if additional technical assistance is necessary. Monthly observations by school and system administrators are also utilized to determine the need for additional technical assistance support or professional learning. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs at the middle and high school level by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.</b>          What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?          Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Glascock County School District conducts ongoing Child Find activities so that all children with suspected disabilities, including those who are homeless, are wards of the State, or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated. Publication of child find activities is on the Glascock County School District website. Additionally, information is published and distributed annually to local daycare facilities, health department, churches, Head Start program, etc. Information is also available at each school. The Special Education Director participates in the Pre-K Parent Orientation and provides parents with information regarding Child Find screening activities which take place for all students enrolled in Pre-K and HeadStart in October and who parents should contact if they suspect their child has a disability. The Glascock County School District participates in Child Find activities by working with Babies Can't Wait (BCW), the Health Department, daycare providers, local churches, physicians and families. Referrals from BCW are processed through a transition meeting with the preschool caseload manager 90 days prior to the child's third birthday. Referrals from other sources are processed using the required 60/90 day timeline for determining eligibility. Referrals for students, who are not enrolled</p>
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IDEA Performance Goals:

	<p>in the Glascock County School System are processed through the Special Education office.</p> <p><b>BabiesCan't Wait Referrals</b></p> <ol style="list-style-type: none"> <li>1. Babies Can't Wait coordinator contacts the Special Education Director at least 90 days prior to the child's third birthday.</li> <li>2. A meeting is held with the BCW coordinator, parent, Special Education Director, and the preschool caseload manager to review information from BCW.</li> <li>3. If additional information is necessary to determine eligibility for special education and related services according to Georgia Department of Education Rules and Regulations for Special Education, consent for evaluation is obtained from the parent/guardian and the child is scheduled for an evaluation by the evaluation team (may include the following: school psychologist, special education teacher, speech/language pathologist, and other related service providers, as needed).</li> <li>4. Once all information/data is gathered, an eligibility meeting is held prior to the child's third birthday to determine eligibility for special education and related services and to develop an IEP as appropriate.</li> </ol> <p>/ol</p> <ol style="list-style-type: none"> <li>1. The Special Education Director is the point of contact for the person making the referral.</li> </ol> <p><b>Community/Parent/Other Referrals</b></p> <ol style="list-style-type: none"> <li>1. The Director will schedule a meeting with parent/guardian to discuss concerns.</li> <li>2. A Family Health Questionnaire and Pre-K Special Needs Referral form is</li> </ol>
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IDEA Performance Goals:

	<p>provided to the parent/guardian.</p> <ol style="list-style-type: none"> <li>5. Consent to screen is obtained from parent/guardian.</li> <li>6. Hearing/vision screening is completed as well as a Developmental Screener.</li> <li>7. A follow-up meeting is scheduled within two to four weeks to review the screening results and obtain information from the parent/guardian regarding the success of strategies used at home.</li> <li>8. Based on screening results a referral is made for a full evaluation.</li> <li>9. Consent to evaluate is obtained.</li> <li>10. The child is scheduled for an evaluation by the evaluation team (pre-school teacher, speech/language pathologist, and other related service providers as needed).</li> <li>11. An eligibility meeting is held within 60 calendar days or by the child's third birthday, if before 60 days, to determine eligibility and to develop an IEP as appropriate./ul</li> </ol> <p>1.li data-leveltext="%1." data-font="Times New Roman" data-listid="3" data-list-defn-props="{ '335552541':0, '335559684':-1, '335559685':720, '335559991':360, '469769242':[65533,0], '469777803':left, '469777804':%1., '469777815':multilevel}" aria-setsize="-1" data-aria-posinset="10" data-aria-level="1" role="listitem"</p> <p>Glascocock County has one special education teacher assigned to work with students aged 3 through 5. The special education teacher, SLP, and OT provide services in HeadStart, homes, and Pre-K classrooms. These services may include direct and related services from the special education teacher, SLP, OT, and any other service provider necessary as identified in the IEP.</p> <p>Professional learning on GELDS will be provided through Bright from the Start for both general education and special education teachers. Professional learning will continue through a book study focused on pro-social behavior in early childhood (The Zones of Regulation). This professional learning targets outcomes and transitions of preschool students through coaching, observation, and feedback. The special education teacher will utilize Skillstreaming activities in the Pre-K and Headstart classrooms to address pro-social behaviors with SWDs. Glascocock County School System has a contract with a BCBA consultant from Center for New Beginnings to provide training for staff on FBAs/BIPs and ABA techniques that can be implemented in the classroom. The Special Education Director and Elementary Principal conduct monthly observations of the Pre-K Special Education staff to determine the need for technical assistance or additional professional learning.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>          What specific activities align with how you are providing FAPE to children with disabilities?          Include: How teachers are trained on IEP/eligibility procedures and instructional practices          How LRE is ensured          The continuum of service options for all SWDs          How IEP accommodations/modifications are shared with teachers who are working with SWDs          Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Special Education Director utilizes a professional learning calendar to ensure that each special education teacher attends an annual training on IEP and Eligibility procedures, FAPE, LRE, service delivery models, accommodations, and data driven IEPs. These topics are covered during two General Supervision training sessions, either face-to-face or electronically to review and clarify the Glascock County General Supervision Manual, policies, procedures, and practices related to special education. All special education teachers and paraprofessionals are required to attend. Special education teachers attend targeted professional development on IEP/eligibility procedures and instructional practices through East GLRS as identified through observations and record reviews. The Special Education Director and school administrators will attend LEA training offered through East GA GLRS for MDR.</p> <p>The Special Education Director, school principal, or Special Education Facilitator attends all IEP meetings as the designated LEA Rep. The LEA Rep. facilitates the IEP meeting and ensures the team arrives at a consensus when making LRE decisions. The Glascock County School District ensures that students receive a Free Appropriate Public Education (FAPE), in the least restrictive environment, as determined by the student's IEP committee. Considerations for LRE takes place during IEP meetings and is decided by the IEP team using the placement continuum to determine the most appropriate setting for the student.</p> <p><b>Placement Continuum:</b></p> <ul style="list-style-type: none"> <li>● Document the student's current level of academic and functional performance.</li> <li>● Develop goals/objectives based on student's current functioning levels (academic, behavior, emotional, communication/language/pragmatic language, motor, sensory) to address the student's learning needs.</li> <li>● Determine which goals/objective can be taught in the general education settings, considering:             <ul style="list-style-type: none"> <li>● Age-appropriate and content appropriate settings available</li> <li>● Modifications to activities, materials, instructions and/or environments necessary</li> <li>● Personnel support for the student, teacher, and/or class</li> </ul> </li> </ul> <p>For those goals/objectives which cannot be met in a general education setting, determine which special education goal/objective will be taught. Determine settings or activities to provide additional opportunities for interaction with non-disabled peers. Determine a method to evaluate the appropriateness of the LRE decision through ongoing assessment of student learning. Glascock County Schools offer a full continuum of services to include:</p> <ul style="list-style-type: none"> <li>●</li> <li>● General education setting with no support</li> </ul>
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IDEA Performance Goals:

	<ul style="list-style-type: none"> <li>● General education setting with supportul</li> <li>● Consultative Model</li> <li>● Collaborative Model</li> <li>● Co-Teaching Model</li> <li>● Supportive Instruction Model</li> </ul> <p>Special Education Setting● Small Group or Individual Services</p> <ul style="list-style-type: none"> <li>● Separate School</li> <li>● Home Instruction</li> <li>● Hospital/Homebound (short term or intermittent)</li> <li>● Residential Services</li> </ul> <p>Glascocock County Schools utilize GoIEP so all general education teachers have access to student's IEP from the SLDS platform. The special education case manager is also required to review accommodations/modifications with each member of the student's team and is responsible for ensuring the IEP is followed as required and that school administrators are notified when there are concerns.</p> <p>The IEP development process is monitored using a system of checks and balances.</p> <ul style="list-style-type: none"> <li>●ul</li> <li>● The GoIEP Dashboard is used by the Special Education Facilitator and Special Education Director to monitor that annual meetings, re-evaluation reviews, and IEPs are developed and implemented before they expire.</li> <li>● Once the IEP meeting has been held and the IEP is written with any revisions noted at the IEP meeting, the case manager submits it to the Special Education Facilitator for review. There is a 3-day turnaround timeline for this process.</li> <li>● A peer review form is completed by the special facilitator. At this point it is either forwarded to the Special Education Director because there were no revisions to make or given back to the case manager for revisions and resubmitted for review. Once it has been cleared by the Facilitator, the complete IEP packet (IEP, progress monitoring data, review sheet) is submitted to the Special Education Director. There is a 3-day turnaround timeline for this process.</li> <li>● The Special Education Director will give the final approval and the IEP may be finalized and a final copy sent home to the parent.</li> </ul>
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IDEA Performance Goals:

	<p>At the monthly special education PLC meetings, the Special Education Director or Facilitator will choose 1 to 2 IEPs for review as a case study to conduct a compliance and FAPE review. There are mandatory mid-semester reviews of attendance, discipline, and academic data of all SWDs by the special education case manager, counselor, and Special Ed facilitator. The Special Education Director shares course failure data for all high school SWDs at leadership meetings with principals and school leadership/data teams. The special education department provides specialized instruction to SWDs using S.P.I.R.E., Read180, System 44, Wilson Reading, Voyager Math, Skillstreaming, and The Zones of Regulation. Teachers receive training in implementation of these programs through GLRS, special education staff, or outside consultants. Data from these interventions is used to drive instruction and monitor student progress of IEP goals.</p>
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<p>Describe how the district will meet the following IDEA performance goals:  <b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>          How procedures and practices are implemented in your district to ensure overall compliance?          Include: LEA procedures to address timely and accurate data submission          LEA procedures to address correction of noncompliance (IEPs, Transition Plans)          Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance          Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Written policies and procedures are developed to ensure appropriate general supervision is aligned with state and federal rules and regulations. Special education teachers will facilitate special education programs to meet the unique learning needs of SWD. We will continue to revise SST/MTSS policies and procedures to ensure compliance with the state SST rule. High quality, sustained professional learning with monitoring will occur throughout the school year to confirm appropriate practices are in place.</p> <p>A system-level team will review all referrals for evaluation and special education consideration from the SST/MTSS process to verify that schools have implemented evidence-based interventions with fidelity before evaluating a child to determine if the student has a disability.? Professional learning and technical assistance will be ongoing as outlined in the General Supervision Manual.? Glascock County School System utilizes a professional learning calendar to ensure that special education teachers and school administrators have been trained on the general supervision manual.</p> <p>A Special Education Facilitator has been hired to assist the director with monitoring IEP paperwork for compliance with state and federal laws and regulations. Whenever non-compliance occurs, technical assistance from the Special Education Department will be provided; however, the individual teacher, facilitator, or a school administrator may request preemptive technical assistance at any time.</p> <p><b>Yearly training:</b></p>
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IDEA Performance Goals:

	<ul style="list-style-type: none"> <li>●ul</li> <li>● Special Education Director holds two General Supervision training sessions which all special education staff are required to attend. These sessions review and clarify the County's General Supervision Manual and the following topics:ul</li> <li>● duties and responsibilities of IEP case managers</li> <li>● timely and accurate data submissions</li> <li>● IEP compliance (annual reviews, triannual reviews, transition plans, amendments, and manifestation determinations).</li> <li>● Data collection and IEP progress reports</li> <li>● Utilization of the GO-IEP platform</li> <li>● County policies, procedures, and practices.</li> </ul> <p>All new special education teachers must attend Go-IEP training. This training is provided over two days and is designed to ensure that all teachers know how to utilize the GO-IEP platform. All new special education teachers attend a new special education teachers course offered through the local GLRS.</p> <p>data-leveltext="?" data-font="Symbol" data-listid="7"  data-list-defn-props="{335552541:1,'335559684':-2,'335559685':720,'335559991':360,'469769226':Symbol,'469769242':[8226],'469777803':left,'469777804':?','469777815':multilevel}" aria-setsize="-1" data-aria-posinset="3"  data-aria-level="1" role="listitem" Middle and high school special education teachers attend Transition Plan Development training through the local GLRS and/or GaDOE transition webinars, and the Special Education Director holds training on writing data driven transition plans.</p> <p><b>Monthly training:</b></p> <p>Each month the Special Education Director holds Special Education teacher meetings and Administrative Team meetings.</p> <p>Meeting Agenda (teachers):</p> <ul style="list-style-type: none"> <li>●ul</li> <li>● Redelivery of Professional Learning and Technical Assistance, which have been provided by GaDOE</li> <li>● Updates to the State's special education manual are discussed and any law changes are discussed</li> <li>● Updates to the county's general supervision manual are reviewed</li> <li>● GO-IEP updates and technical assistance needs</li> <li>● One to 2 IEPs are randomly selected to review as a "case study" review for compliance and FAPE.</li> </ul>
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IDEA Performance Goals:

	<p>Meeting Agenda (admin team)</p> <ul style="list-style-type: none"> <li>●ul</li> <li>● Each school presents discipline data for SWDs</li> <li>● GO-IEP reports are reviewed to monitor for compliance of timely/accurate data submissions</li> <li>● School level concerns are addressed</li> <li>● Names of newly hired special education teachers are placed on the monthly training calendar</li> <li>● MTSS Coordinator provides overview of MTSS process and potential referrals</li> <li>● Review all potential referrals for evaluation and special education consideration</li> </ul> <p>Each month the Special Education Director holds a two-day Special Education New Teacher Orientation and GO-IEP training for any new teachers hired after the school year has started. This is a redelivery of the required countywide General Supervision training held twice a year combined with the annual Go-IEP training for new teachers. These monthly trainings are to ensure that all special education teachers have access to professional development regardless of when they are hired.</p>
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### 4. REQUIRED QUESTIONS

#### 4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<b>A. Well-Rounded Activities (WR)–Instruction</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.
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<b>B. Safe and Healthy (SH)-Climate/Culture</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.
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<b>C. Effective Use of Technology (ET)-Professional Learning</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.
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<b>D. Effective Use of Technology 15% (ET15)-Infrastructure</b> Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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## 4. REQUIRED QUESTIONS

### 4.7 Reducing Equity Gaps

Required Questions

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

<p><b>Equity Gap 1</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap #1: Based on the 2023 Georgia Milestones ELA data, the district experienced an increase in the percentage of students in grades 3-8 scoring at the Proficient Learner level or higher (from 30% in 2022 to 32.14% in 2023). The greatest gaps were in grades 3 and 7. Likewise, in all grades, there were significant gaps between students with disabilities and their general education peers, economically disadvantaged students, as well as between black students and white students. The district will continue the interventions of using instructional paraprofessionals funded by Title I and will employ L4GA instructional coaches to support teachers in implementing the curriculum and District Reading and Writing Plans and guided reading instruction with fidelity.</p>
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<p><b>Equity Gap 2</b> Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Not Effective - Adjust Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<p><b>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.</b></p>	<p>Equity Gap #2: Based on the 2023 Georgia Milestones Math data, the district experienced an overall decrease in the percentage of students in grades 3-8 scoring at the Proficient Learner level or higher (from 40.8% in 2022 to 37.05% in 2023). The greatest gaps were in grades 5 and 6. Likewise, in all grades, there were significant gaps between students with disabilities and their general education peers , economically disadvantaged students, as well as between black students and white students. The district will continue the interventions of using instructional paraprofessionals funded by Title I and will employ a math intervention paraprofessional to support teachers in middle grades in providing intensive math interventions such as Spring Math with fidelity. In addition, a K-5 Number Talks initiative will be implemented during 2023-2024 PLCs and and Building Thinking Classrooms will be implemented in the 6-12 PLCs using the FY24 Math Opportunity Grants.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	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