District Improvement Plan
2023 - 2024

Muscogee County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Muscogee County
Team Lead	Tim Smith
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately) Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title II, Part A Title I, Part A School Improvement 1003 (a)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	Yes

Flex Waiver # 1 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title IV, Part A Content Area Minimum Percentage Spending Requirements – ESSA Section 4106(e)(2)(C), (D) and (E) under sections 4107, 4108, 4109

B. Select each program affected by this waiver request:	
	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
✓	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	A waiver of the Title IV,Part A content area minimum percentage would allow MCSD to spend fundsfocused on the Well-Rounded Student focus area. The district does notintend to spend 20% of the funding in the Safe & Healthy Studentscategory. Additionally, the district will not address the Effective Useof Technology spending category through Title IV-A.

The following are intended FY24 expenditures for Title IV-A:

ACTION	NEW/ CONTINUING	WR/ SH	NEED. ACTION STEP	DESCRIPTION	INTENDED OUTCOME
Achieve 3000	Continuing	WR	1.11	Non-fiction Lexile program (3-12)	Improve non-fiction Lexiles
Beable	Continuing	WR	1.11	Literacy/career exploration program	Improve Lexiles while exposing students to careers

Flex Waiver # 1 - StatewideWaiver

	CTAE Student Trips	New	WR	1.13	Career & Technical Student Organization (CTSO) competitive events	Improve student achievement/increase student engagement
	ELLevation	Continuing	WR	1.11	EL instructional resource for ESOL & non-ESOL teachers serving ELs	Improve EL learning outcomes
	Flashlight Learning	New	WR	1.11	Formative assessment tool supporting language development of ELs	Improve EL learning outcomes
	GaTAPP Supervisors	Continuing	WR	3.9	PT support staff for TAPP teachers	Provide ongoing, in-class support to TAPP Teachers
	IB Curriculum Materials	New	WR	1.12	Materials to support IB units of instruction	Improve student achievement/increase student engagement
	IXL Math	Continuing	WR	1.11	Individualized Math skills program	Improve student achievement/increase student engagement
	Lexia	Continuing	WR	1.11	Individualized Reading skills program	Improve student achievement/increase student engagement
	Musical Instrument Repairs	New	WR	1.12	Band & orchestra instrument repairs	Improve student achievement/increase

Flex Waiver # 1 - StatewideWaiver

					student engagement
Personalized Learning Student Journals	New	WR	1.2	Instructional resource supporting PL implementation	Improve student achievement/increase student engagement
Professional Development	Continuing	WR	3.1 - 3.4, 3.6, 3.13, 4.11	Teachers & Leaders - Beable, Renaissance, WIDA Conference, leadership development	Increase professional capacity/improve student achievement
Quaver	Continuing	WR	1.11	Music curriculum resource (grades K-5)	Improve student achievement/increase student engagement
Remind	New	WR	3.13	Texting platform to use during district professional development conferences/events	Increase staff engagement
Renaissance	Continuing	WR	1.11	Reading & Math universal screener to support MTSS implementation	Support tiered instruction
Robotics Competitions/Equipment	New	WR	1.12	Team participation fees/equipment	Improve student achievement/increase student engagement
Second Step Curriculum Materials	Continuing	WR	2.9	Social emotional learning resource	Improve school climate/decrease removals from instruction
Sight Reading Factory	Continuing	WR	1.11	Music curriculum resource (grades K-12)	Improve student achievement/increase

Flex Waiver # 1 - StatewideWaiver

					student engagement
SmartMusic	Continuing	WR	1.11	Music curriculum resource (grades K-12)	Improve student achievement/increase student engagement
The Art of Education University	Continuing	WR	1.11	Art curriculum resource (grades K-12)	Improve student achievement/increase student engagement
Turnitin	Continuing	WR	1.11	Student writing support program	Improve student achievement/increase student engagement
Connect with Kids	Continuing	SH	2.9	PBIS student support program	Support student SEL needs/provide students usable strategies
Edmentum	Continuing	SH	1.11	Asynchronous credit recovery program (grades 9-12)	Increase graduation rates of previously under-credited students
Partners in Education (PIE) Kick-Off	Continuing	SH	1.10	School teams and community partners event	Improve school/community partnerships
Professional Development	Continuing	SH	4.11	PBIS	Increase professional capacity/improve student achievement
Review 360 BESS Screener	Continuing	SH	2.10	Student behavioral universal screener for MTSS implementation	Support tiered instruction

Flex Waiver # 1 - StatewideWaiver

	SWIS/Check In Check Out	Continuing	SH	2.9	PBIS student support program	Support Tiers 2 & 3 students/provide them usable strategies
	This W.O.R.K.S.	Continuing	SH	2.9	Restorative practices student support	Improve school climate/decrease removals from instruction

D. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
✓	Other (Please specify)Email to all employees and parents

Please provide any comments received as a result of the public notice here:	• Approve • We need flexibility in spending.

Flex Waiver # 2 - StatewideWaiver

A. The following available statewide waiver is requested: (Please select a waiver from the dropdown menu)	Waiver of Title I, Part A Limitation on Carryover – ESSA Section 1127(a) (Unspent Title I, Part A FY21 funds carried over to FY22)

Flex Waiver # 2 - StatewideWaiver

B. Select each program affected by this waiver request:	
✓	Title I, Part A
	Title I, Part C
	Title I, Part D
	Title II, Part A
	Title IV, Part A

C. What are the overall expected results or the measurable educational goals that will be achieved through application of this waiver? (Please include both districtwide and/or local school level results or measurable goals)	Title I schools will be able to access carryover funds to improve student achievement across content areas. Achieve 3000 will be used to measure the performance of students relative to student achievement where 70% of elementary and middle school students will increase their non-fiction Lexile scores by at least 100 points by the end of the 2022-2023 school year. Lexia will be used to measure the performance of students relative to student achievement where at least 60% of Kindergarten through 2nd grade students will be "on grade level" or "above grade level" by the end of the 2023-2024 school year.

D. How was public notice made regarding this waiver? (Please select all that apply)	
✓	LEA Website
	LEA/School Newsletter
	Newspaper
✓	Other (Please specify)Email to all employees and parents

Please provide any comments received as a result of the public notice here:	● Approve ● It was given to us. We should be able to keep it.

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Tier 1 instruction
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Improve professional development focused on Tier 1 instruction
Root Cause # 2	Improve development and communication of the district expectations for Tier 1 instruction
Goal	By July 2026, MCSD will establish professional development to address individual student needs through clearly defined and communicated learning targets with success criteria for Tier I Instruction (to include Personalized Learning) measured by classroom observation and feedback cycles at an effectiveness level of 80% with an expectation of growth in student achievement.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)

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

Equity Gap

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

Action Step # 1

Action Step	Provide professional development for teachers and leaders in quality Tier I Instructional practices aligned to evidence-based instructional strategies, standards-based instruction, and the Gradual Release of Responsibility Framework.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	Strong

Action Step # 1

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)?	GaDOE, GLISI, Frog Street

Action Step # 2

Action Step	(A) Provide a Personalized Learning (PL) Digital Learning Journal for all students in grades Pre-K-12th that focuses on student choice and goal setting. (B) Provide guidance for teachers, administrators and building PL leads in the utilization of the Digital Learning Journals to facilitate, enhance, inform and direct instruction.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 2

Position/Role Responsible	Personalized Learning Specialist
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Deploy the How I Learn Best Survey to 85% of students grades Pre-K-12 and integrate student voice data to inform instructional practices for all three stages of the learning process (Access, Engage, Express).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 3

Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Personalized Learning Specialist
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	Provide professional development for all teachers and leaders grades Pre-K-12 through Canvas to enhance student engagement in Personalized Learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet quarterly during the year to review progress towards the goal. Data reviewed during progress monitoring will include Live Meetings data, formative and summative assessment data and stakeholder feedback.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Personalized Learning Specialist
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)?	Instructure

Action Step # 5

Action Step	Provide professional development and resource guides (Canvas courses, core course builds) for teachers and leaders in the usage of district and state-established primary and supplemental instructional resources with consistency and fidelity.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	Moderate

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	HMH, Curriculum Associates, Renaissance, Lexia, Achieve 3000, Beable

Action Step # 6

Action Step	Provide professional development and resources for teachers and leaders in the deconstruction of state standards and the creation of learning targets and success criteria for utilization during instruction across grade-levels and content areas utilizing effective, evidence-based Tier I instructional practices.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	School Transformation Leader
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

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

Action Step # 7

Action Step	(A) Provide ongoing professional development for elementary and special education teachers and leaders on the Science of Reading and Structured Literacy (PK-5). (B) Provide professional development and resources for effective evidence-based instructional strategies for improving student proficiency in Writing in grades K-12.
Funding Sources	Title I, Part A Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform

Action Step # 7

Method for Monitoring Implementation	the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
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)?	Rollins Center

Action Step # 8

Action Step	Establish clear and explicit progress monitoring goals district-wide for teachers, students, schools and district divisions that focus on Tier I academic instructional practices on grade-level standards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 8

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	NA

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 # 9

Action Step	Establish district-wide protocols for Data Teams/PLC/Collaborative Planning with a focus on school improvement and student achievement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 9

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

Action Step # 10

Action Step	Implement a Partners in Education (PIE) Kick Off where schools and their partners in education meet during the first semester to develop a PIE Plan for the school year.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of Federal Programs & Professional Development
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Yearly

Action Step # 10

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)?	Chamber of Commerce, PIE Board

Action Step # 11

Action Step	Provide a variety of web-based supplemental resources to support instructional delivery.
Funding Sources	Title I, Part A Title IV, Part A Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	Strong

Action Step # 11

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)?	Achieve 3000, Beable, Edmentum, ELLevation, Flashlight Learning, IXL, Lexia, Quaver, Renaissance, Sight Reading Factory, SmartMusic, The Art of Education University, Turnitin

Action Step # 12

Action Step	Provide extended instructional supports to support the whole child (International Baccalaureate, or IB, curriculum materials, Pre-K literacy program, band/orchestra instrument repairs, robotics equipment, robotics competition equipment)
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 12

Position/Role Responsible	Executive Director of P-12 Curriculum & Instruction
Evidence Based Indicator	NA

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 13

Action Step	Provide transportation for Career & Technical Student Organization (CTSO) competitive events
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 13

Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Senior Director of CTAE
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Tiers 2 & 3 instruction
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Improve professional development focused on Tiers 2 & 3 instruction
Root Cause # 2	Improve development and communication of the district expectations for Tiers 2 & 3 instruction
Goal	By July 2026, 80% of MCSD schools will implement data-based decision-making processes at a level 4 rating or higher as measured by the School GaTSS Fidelity of Implementation Rubric.

Action Step # 1

Action Step	Develop clear district expectations, written procedures, processes, and supporting documentation for MTSS/PBIS implementation- (add GoMTSS/SST usage to Tier 2/3 SOPs).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices, MTSS Program Manager
Evidence Based Indicator	Strong

Action Step # 1

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 # 2

Action Step	Establish goal setting, data collection & analysis procedures for district & school-based teams (decision rules).
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices, MTSS Program Manager
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Develop a resource list of evidence-based academic and behavioral interventions (online database).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative and summative assessment data and stakeholder feedback to check for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 3

Position/Role Responsible	Director of Prevention & Intervention Practices, MTSS Program Manager
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	Define/develop MTSS/PBIS Training Curriculum and provide training focused on the implementation of Tier 2 and Tier 3 practices and interventions (ex. TIPS, Lexia, PowerUp and CORE 5, CICO, SAIG, Check and Connect, Restorative Practices, Universal Screening, Early Warning Systems, iLit45, TIPs, ISF, MTSS online modules, GoMTSS/SST).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices, MTSS Program Manager
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)?	GaDOE

Action Step # 5

Action Step # 5

Action Step	Provide training/coaching on GaTSS School Fidelity of Implementation rubric for all schools in conjunction with the TIPS training (Leadership Teams).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices, MTSS Program Manager
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 6

Action Step	Create District Prevention and Intervention Specialists positions and School Prevention and Intervention Specialist stipends.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 6

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

Action Step # 7

Action Step	Develop and implement a plan to address the number of out-of-school suspensions for SWDs and other at-risk students.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices, Executive Director of the Program for Exceptional Students
Evidence Based Indicator	Strong

Action Step # 7

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 8

Action Step	Provide Deans in schools to help support MTSS & PBIS implementation
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 8

Position/Role Responsible	Principals
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 # 9

Action Step	Provide services and resources to support the implementation of restorative practices, PBIS and social emotional learning (Connect with Kids, Check-In Check-Out, Second Step, SWIS, This W.O.R.K.S.)
Funding Sources	Title I, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 9

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

Action Step # 10

Action Step	Provide universal screeners for Reading, Math and Behavior to support MTSS implementation (STAR Reading & Math, Review360 BESS Screener)
Funding Sources	Title I, Part A Title IV, Part A Consolidated Funding

Action Step # 10

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Differentiated professional development
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Recalibrate and expand the available professional development resources
Root Cause # 2	Deploy a comprehensive professional development plan approach rather than the current siloed approach
Goal	By July 2026, MCSD will provide differentiated professional development for all employee groups, and 80% of all MCSD employees will engage in self-selected, differentiated professional development opportunities.

Equity Gap

Equity Gap	Inexperienced leaders (pricipals or assistant principals with less than four years of experience)

Content Area(s)	N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Conduct leadership development on instructional leadership, school culture/climate, planning/organizational management and personal development.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 1

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)?	GaDOE

Action Step # 2

Action Step	Provide leadership development for 1st & 2nd year Principals
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Action Step # 2

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)?	GaDOE

Action Step # 3

Action Step	Implement the third district Aspiring Principal Cohort.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.

Action Step # 3

Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 4

Action Step	Finish developing and implement the first district Aspiring Assistant Principal Cohort
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

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

Action Step # 5

Action Step # 5

Action Step	Provide leadership development for Assistant Principals (October - March, excluding December)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	NA

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

Action Step # 5

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

Action Step # 6

Action Step	Implement the district Teacher Leader cohort
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	MTSS Program Manager
Evidence Based Indicator	Strong

Action Step # 6

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)?	Columbus State University

Action Step # 7

Action Step	Provide endorsement training for teachers (Teacher Support & Coaching, TSS to TSC Bridge Course, Reading, Math, ESOL, Gifted, Dyslexia, Computer Science, Online Teaching).
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.

Action Step # 7

Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

Action Step # 8

Action Step	Provide four Teacher Quality Specialists to provide district level teacher support
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged
	Foster
	Homeless
	English Learners
	Migrant
	Race / Ethnicity / Minority
	Student with Disabilities
	Immigrant

Action Step # 8

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Quarterly progress monitoring student assessments (retired WAPT assessment)
Position/Role Responsible	ESOL/Title III-A Program Specialist
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	No

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

Action Step # 9

Action Step	Implement the district GaTAPP program (salaries/benefits for district TAPP Administrator & PT TAPP Supervisors)
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster

Action Step # 9

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	TAPP Administrator
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 10

Action Step	Provide Academic Coaches in Consolidation of Funds and Title I schools
Funding Sources	Title I, Part A Title I, Part A SIG Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 10

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 # 11

Action Step	Provide opportunities for new/struggling teachers to observe master teachers
Funding Sources	Title I, Part A Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
Evidence Based Indicator	Strong

Action Step # 11

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 # 12

Action Step	Recruit teachers and paraprofessionals
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 12

Position/Role Responsible	Director of HR
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)?	

Action Step # 13

Action Step	Develop/implement/support professional development aligning to the District Improvement Plan
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 13

Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Leadership & Professional Development
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)?	Beable, Corwin, Curriculum Associates, Remind, Renaissance, WIDA

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Culture of Kindness
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	People focus more on self than others
Goal	By July 2026, MCSD will increase awareness of and adherence to the district's Mission, Vision and Values to create a "Culture of Kindness" for all stakeholders as measured by stakeholder surveys and closing the gap result plan to reduce office discipline referrals, increase in percentage in attendance, increase wraparound services, and improve school climate.

Action Step # 1

Action Step	Orient employees to district's Mission, Vision & Values
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Superintendent, Director of Communications
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

Action Step # 1

Does this action step support the selected equity intervention?	No

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

Action Step # 2

Action Step	Provide customer service training
Funding Sources	N/A
Subgroups	N/A
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Chief HR Officer
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

Action Step # 2

Does this action step support the selected equity intervention?	No

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

Action Step # 3

Action Step	Promote the Mission, Vision & Values through multiple media & audiences
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet quarterly during the year to review progress towards the goal. Data reviewed during progress monitoring will include Live Meetings data, formative and summative assessment data and stakeholder feedback.
Method for Monitoring Effectiveness	The DIP goal team will collect/review pertinent data showing effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Communications
Evidence Based Indicator	NA

Timeline for Implementation	Yearly

Action Step # 3

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	Increase the number of schools participating in "The Great Kindness Challenge"
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Counseling & School Social Work Services
Evidence Based Indicator	NA

Action Step # 4

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)?	Mayor's office, Teen Advisors, Columbus Police Department, Muscogee County Sheriff's Department, Columbus State University, Columbus Technical College

Action Step # 5

Action Step	Provide Trauma and Mental Health Awareness professional development for Pre-K - 12 administrators and staff
Funding Sources	Title I, Part A Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.

Action Step # 5

Position/Role Responsible	Director of Counseling & School Social Work Services
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)?	Georgia State University, New Horizons, NAMI, Pastoral Institute, Right from the Start, Teen Advisors

Action Step # 6

Action Step	Conduct Bi-Annual Student Attendance and School Climate Protocol Meetings for schools and community stakeholders
Funding Sources	N/A
Subgroups	N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Counseling & School Social Work Services

Action Step # 6

Evidence Based Indicator	Strong

Timeline for Implementation	Others :

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)?	DFCS, Health Department, Columbus Police Department, Muscogee County Sheriff's Office, Dept. of Juvenile Justice, Family Connections Program, Municipal Court Clerk's Office, New Horizons, Boys & Girls Club, Peachtree Mall Security, Valley Interfaith Promise

Action Step # 7

Action Step	Implement relationship building activities among staff and students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the

Action Step # 7

Method for Monitoring Effectiveness	plan may be made based on the data review.
Position/Role Responsible	DIP goal team lead
Evidence Based Indicator	NA

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners in Education, 2nd Chance Works, Teen Advisors

Action Step # 8

Action Step	Provide supports to students on the topics of suicide prevention, drug and alcohol abstinence, and avoiding violence
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment

Action Step # 8

Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Counseling & Social Work Services
Evidence Based Indicator	Promising

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)?	American School Counselor Association, Teen Lures

Action Step # 9

Action Step	Ensure school counselors are providing?6 out of 7 units of direct and indirect services with students
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 9

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Counseling & School Social Work Services
Evidence Based Indicator	NA

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

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

Action Step # 10

Action Step # 10

Action Step	Sponsor employee wellness activities
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Counseling & School Social Work Services, Chief HR Officer
Evidence Based Indicator	NA

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

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

Action Step # 11

Action Step	Implement Positive Behavior Interventions & Supports (PBIS); provide job-embedded professional development
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Each DIP goal will have a team with a team lead that will meet semi-annually during the year to review progress towards the goal. Formative assessment data will be used to inform the conversations during these meetings.
Method for Monitoring Effectiveness	Data reviewed during progress monitoring will include Live Meetings data, formative assessment data and stakeholder feedback to monitor for effectiveness. Adjustments to the plan may be made based on the data review.
Position/Role Responsible	Director of Prevention & Intervention Practices
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

Action Step # 11

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

4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Based on best practice, MCSD completes a Comprehensive Needs Assessment (CNA) every three years. Data is reviewed annually and used for District Improvement Plan (DIP) development and revisions. Through the completion of our CNA/DIP, we brought in internal and external stakeholders to contribute to our identification of trends/patterns based on data (internal stakeholders), the identification/prioritization of needs (internal & external stakeholders) as well as DIP goal development (internal and external stakeholders). See the CNA for specific identification of participants. Actions/strategies/interventions at the district and school levels are selected to support needs identified in the DIP, CNA and/or Equity Action Plan portions of the CLIP. There are times, at the district and school levels, when an action/strategy/intervention may be split-funded across multiple funding sources (i.e. Title I-A, Title II-A, Title IV-A, SIG, SI 1003a, PL). An example of this is a conference in which Title II-A covers the registration, and Title I-A covers the hotel, mileage and meal reimbursements. Community Partnerships: ● This W.O.R.K.S - restorative practices contract services ● FabArts - arts integration contract services ● Columbus Museum - Pre-K literacy initiative ● Rollins Center - Science of Reading training cohort ● Columbus State University - dual enrollment, student teachers, Oxbow Meadows ● Columbus Technical College, Georgia Military College - dual enrollment ● Coca-Cola Space Science Center - robotics coach training ● Chamber of Commerce - Partners in Education program

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers **2. out-of-field teachers** **3. inexperienced teachers**	The district will monitor for disproportionality between our Title I and non-Title I schools. If any of our schools become disproportionate, additional staff will be provided to the affected school(s) to correct the disproportionality rate. We also work to provide preference for all supplemental staff hired through Tile I or SI 1003a funding with the intent of hiring people who meet the GaPSC's professional qualifications (PQ). Efforts are made to ensure that other staff at Consolidation of Funds and Title I schools meet PQ standards as well.

Serving Low Income and Minority Children

(Please specifically address all three variables)	Instruction by professional staff: ●AL ● Human Resources works to hire qualified teachers who meet PQ ● Principals are responsible for recommending employees and assigning them areas in which they will remain professionally qualified/AL Ineffective Teachers - Determined by performance on TKES evaluations, walk-throughs and student achievement data - when areas of struggle are identified (ex. a specific TKES standard), targeted support is provided to assist with remediating that particular area. In a scenario where there are 2 or more ineffective teachers in the same school, the district and its schools will make every effort to ensure that students will not experience an ineffective teacher in 2 consecutive years. ●AL ● Out-of-field teachers will receive school and/or district support to improve classroom management and pedagogy ● Title I academic coaches provide support with training teachers in personalized learning to address individualized learning needs ● Title I academic coaches are required to have/get a Teacher Support & Coaching (TSC) endorsement to improve their capacity to support ineffective teachers/AL Out-of-Field Teachers - In a scenario where there are 2 or more ineffective teachers in the same school, the district and its schools will make every effort to ensure that students will not experience an out-of-field teacher in 2 consecutive years. ●AL ● Out-of-field teachers will receive school and/or district support to improve classroom management and pedagogy ● Title I academic coaches provide support with training teachers in personalized learning to address individualized learning needs ● Title I academic coaches are required to have/get a Teacher Support & Coaching (TSC) endorsement to improve their capacity to support out-of-field teachers ● The district implements its own Georgia Teacher Alternative Preparation Program (GaTAPP), and GaTAPP teachers in each cohort are placed in Title I schools ● Low-income and minority children - Proximity and GaTAPP teachers receive priority placements in Title I schools to assist with higher numbers of teaching vacancies annually/AL Inexperienced Teachers - In a scenario where there are 2 or more inexperienced teachers in the same school, the district and its schools will make every effort to ensure that students will not experience an inexperienced teacher in 2 consecutive years. ●AL ● Out-of-field teachers will receive school and/or district support to improve classroom management and pedagogy

Serving Low Income and Minority Children

	• Title I academic coaches provide support with training teachers in personalized learning to address individualized learning needs • Title I academic coaches are required to have/get a Teacher Support & Coaching (TSC) endorsement to improve their capacity to support inexperienced teachers • Low-income and minority children - Proximity and GaTAPP teachers receive priority placements in Title I schools to assist with higher numbers of teaching vacancies annually/AL

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Through conducting school and district level comprehensive needs assessments (CNAs) and developing the District Improvement Plan (DIP)/School Improvement Plans (SIPs), professional development (PD) opportunities are developed and offered in alignment with CNAs, the DIP and SIPs. Four dedicated PD days have been built into the district calendar (August, October, January and February). Academic deans and coaches are provided ongoing training in content, pedagogy, best practices, classroom management and technology. This is taken back to the school and implemented through Professional Learning Communities (PLCs). Schools without an academic dean or coach can receive PD support through a district content specialist and/or teacher quality specialist upon request if needed. PD purchases made with federal funding are screened through the purchasing process for alignment to a CNA and/or DIP/SIP focus, ESSA's evidence- based criteria, and how the activity/strategy/intervention will be evaluated for effectiveness.

PQ – Intent to Waive Certification

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

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	The minimum qualification for non-PQ teachers is a bachelors degree in an unrelated area.

State and Federally Identified Schools

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	The district assists its state and federally-identified schools needing support by overseeing and monitoring school improvement efforts by assisting schools in developing, revising, implementing, and coordinating school improvement plans (SIPs). Schools conduct a comprehensive needs assessment (CNA) every 3 years to inform the development of a 3 year school improvement plan (SIP). Once a 3 year plan is developed, schools submit their SIP to the SIP Review Team (consisting of district leaders) during the summer where feedback is provided to school leadership. During years 2 and 3 of the SIP, schools review data and make any needed revisions to the SIP. SIPs are implemented through a Fall and Spring short-term action plan which are submitted to Federal Programs semi-annually.
	In addition to monitoring by the SIP Review Team, Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools receive intensive support from the Chattahoochee-Flint Regional Education Service Agency (RESA) and Georgia Department of Education (GaDOE) School Effectiveness Specialists on implementing practices that have proven effective in improving schools.
	During the year, the scope of the work is monitored through the following:
	● There are onsite school visits conducted by the Region Chiefs, the School Transformation Leader, and district support staff to monitor progress on SIPs.
	● Based on the needs of the school, SIP goals and action steps are monitored at the school site through walk-throughs and lesson plans.
	● Parent and family engagement workshops are conducted to build parent capacity. Also, staff workshops are conducted to increase parent and family engagement. There are copies maintained of dated agendas and/or minutes and sign-in sheets of parent and family engagement meetings. The district Parent and Family Engagement Program Specialist monitors for compliance.
	● Schools will revisit and revise their short-term action plans and long-term goals semi-annually to support school improvement efforts.
	● Budgets, purchase requests, expenditures and personnel support are reviewed to ensure alignment to the CNA/SIP.
	Title II-A school allocations will be allocated through a tiered structure based on a poverty rank order. The district will also provide targeted, differentiated support to struggling teachers on pedagogy, classroom management, etc. Current and future identified schools will be supported through prioritization of funds.

CTAE Coordination

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: **coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.**	The Career, Technical, and Agricultural Education (CTAE) programs in the Muscogee County School District in grades 6 through 12 adhere to the course standards developed by the Georgia Department of Education. The Georgia Standards of Excellence English Language Arts/Literacy standards have been adopted as part of the official standards for all CTAE courses. Therefore, career and technical education in the district inherently integrates academic content. To ensure that career and technical education is aligned to in-demand occupations and industries, the CTAE Director and other members of the district-level CTAE staff have close relationships with the Greater Columbus Chamber of Commerce, as well as direct connections to other business and industry professionals. The CTAE Department also maintains advisory committees for each CTAE program area. These advisory committees meet at least twice per year and are composed of district teachers, post-secondary educators, and business professionals. Through these networks, the CTAE Department is kept aware of workforce development needs in the region, informing decisions to modify CTAE curriculum and instruction to maintain relevance. All high school CTAE courses are organized in Pathways, which are three sequential courses in the same program area. Each CTAE Pathway is paired with Career and Technical Student Organization (CTSOs). CTSOs are embedded in the course standards in high school and strongly encouraged in middle school. These co-curricular organizations offer leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse the CTSO's experiential learning activities into the instructional activities, thereby helping students see the real-world value of their academic studies. High school CTAE Pathways culminate with an End of Pathway Assessment (EOPA). Georgia's EOPA process was derived in direct response to Perkins V Legislation, which mandated states to implement a measurement mechanism that would ascertain the technical skill attainment level of students participating in career and technical education courses. The district administers EOPAs to all eligible students who have completed a CTAE Pathway, thereby enabling them to demonstrate skill attainment and earn industry-recognized career credentials. Additionally, elementary school counselors facilitate three (3) career lessons for each grade level. Fifth grades students complete a Career Portfolio outlining his or her post-secondary options. Finally, work-based learning (WBL) opportunities are provided to students in the 11th and 12th grades. WBL is a course for academic credit, and it represents the pinnacle of the career-related education experience. WBL is designed so that students' job placements are directly related to the curriculum of the CTAE Pathway classes they have completed or in which they are concurrently enrolled. Through these placements, students will gain in-depth interactions with industry professionals and exposure to actual workplace settings.

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

| Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. | ● We have an Early Warning System, built internally by our Division of Information Services, which will notify school and district leaders when a student with special needs reaches 3, 5, 7 and 10 combined In-School Suspension (ISS) and Out-of-School Suspension (OSS) days. This system follows the student so when a student changes schools the days cumulated at a previous school will be included in the notification to administrators at the new school.
● MCSD is following implementation science to install layers of evidence-based interventions at schools. For the 2021-22 school year we had fifteen (15) schools meeting criteria for "operational" status in Positive Behavioral Interventions and Supports (PBIS). Twenty-four (24) schools are "emerging" and eight (8) "installing." We also have seven (7) schools that are "distinguished" status, which is the highest level of recognition supported by the Georgia Dept. of Education for PBIS implementation. We now have all 54 schools/programs trained in Tier 1 PBIS and implementing at some level. We will continue to provide training and support for PBIS.
● We started social-emotional-behavioral and developmental screening for Pre-K-12 grade students district-wide in the 2018-19 school year. We have repeated this process yearly and will continue to screen districtwide three times per year.
● All 54 schools/programs implemented Social-Emotional Learning. Some schools used Second Step social-emotional learning (SEL) curriculum to deliver lessons through classroom teachers. "Connect with Kids," an online SEL platform, was also used to provide for district-wide implementations of SEL for all grades. 12 of our schools received a grant through the state's Dept. of Human Resources to use the 2ndStep digital curriculum for the next 5 school years starting in 2022-23. This online version allows for better monitoring of school implementation of SEL.
● We offered multiple PBIS Classroom Systems and "Check-In Check-Out" training for schools based on readiness year. We will repeat these trainings this year and also continue providing the PBIS Tier 2 Systems and Tier 3 Systems training to Muscogee County for schools during the 2023-24 school year. Each school team has a Tier 2 Coordinator and SST Chair that will participate in district-level coaching meetings this school year and two onsite coaching sessions/meetings to be provided to their Tier 2 team by the Department of Prevention and Intervention Practices.
● GaDOE's PBIS Classroom training will be provided to schools again during the 2023 school year. The GaDOE PBIS classroom training is entitled "Universal Classroom Supports for Educators" and will be provided annually for all schools until every school has been trained.
● The Departments of Prevention and Intervention Practices and Program for Exceptional Students have developed a Pre-Functional Information (PFI) Process designed to serve as a precursor to the full FBA/BIP process that promotes the development of early and effective planning that results in more functional and appropriate interventions for students with the slightest behavioral struggles. Training on this document was provided to all PBIS Coaches, SST Chairs, and 504 Chairs this school year. We will train on this process annually moving forward. |

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

	• Every principal has received a Restorative Practices Toolkit • Selected Muscogee County staff will participate in Restorative Practices Train-the-Trainer program, with 2ndChance WORKS, so that we have our own district trainers to provide training on restorative practices to school-based personnel. • In an effort to ensure that we are not found disproportionate for discipline with special education in the 2023-24 school year, middle and high schools that have high numbers of students suspended for 10 or more days during the 2022-23 school year will be required to use 2ndChance WORKS as a Tier 2 intervention for special education and regular education students. Specifically, we are requiring schools with 5 special education students and/or 10 or more total students suspended for 10 or more days to participate in the program, including student group sessions, parent sessions, and staff training in Restorative Practices. We are also developing a plan to implement Check and Connect as a Tier 3 intervention to support students in these middle and high schools as well. • We have plans to develop more school-based health centers (SBHCs) and School Behavioral Health Services (SBHS) that include mental health professionals to support students with the highest behavioral and mental health needs. SBHS started with 6 elementary schools and one middle school during the 2020-2021 school year. The SBHC opened in the 2020-2021 school year at Dorothy Height Elementary School. School-Based Health Centers and School Behavioral Health Services will be expanded, pending board approval, to selected schools during this upcoming school year. For the 2022-23 school year, we added one additional elementary school to the SBHS services. During the 2023-24 school year we will start building out a school based health center at Rothschild Leadership Academy. • The district has established a leadership team that meets at least twice a year to evaluate behavioral and mental health concerns, set goals and action plan to improve district outcomes around school climate, school discipline, and behavioral health. This team includes executive leaders from the district and community as well as family members and youth. During the 2020-2021 school year, this team consolidated with other district leadership teams to form the District Continuous Improvement Team and it now meets monthly. The 2021-22 DCIT has developed a process for tiered schools for district support. • Last school year we developed a Discipline Guidance Document for Administrators. School administrators will continue to receive training on the document during EmpoWEr, our annual back-to-school best practices conference. The purpose/intent of the document is toul • Provide examples of practices/interventions to be used before resorting to exclusionary disciplinary practices • Provide guidance for decision-making and data entry • Provide equitable environments for all students and reduce disciplinary disproportionality • To reduce the number of office disciplinary referrals and the use of exclusionary disciplinary practices such as suspensions, alternative school assignments and expulsions

4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Elementary School Counselors facilitate three (3) career lessons for each grade level. Fifth-grade students complete a Career Portfolio outlining their post-secondary options. Elementary School Counselors conduct social-emotional lessons with all students centered around personal, college, career, mindset, and behavioral development. Middle School Counselors provide transition sessions to 5th-grade students via in-person and Zoom sessions. High School Counselors provide transition sessions to 8th-grade students via in-person and Zoom sessions. Middle and High School students receive career counseling and regularly-scheduled advisement to choose a focused study plan. Secondary School Counselors provide students in grades 6-12 with career guidance and awareness, along with information to assist students in evaluating their academic skills and career interests, including career exploration, career interest inventories, and Individualized Graduation Plans and participation in YouScience applications to prepare for a seamless transition to postsecondary study, further training, or employment. Counselors also use Teachers as Advisors (TAA) to further address academic, social-emotional, and career development. A required Senior Exit Interview meeting to provide senior parents and students support and guidance to assist in finalizing individual graduation plans and postsecondary options. Scheduling and notification of Senior Meetings may be scheduled after final grades for the current school year have been posted to the transcript. Parents of all rising seniors must be notified of their scheduled time to attend the mandatory Senior Meeting. Notification of the meeting(s) may be done in several ways, including mailed letter, Remind.com, email, a letter sent home with the student, etc. Each school must schedule and conduct meetings with senior/parent guardians in either individual conferences or small groups, not to exceed fifteen parents/guardians. If meetings are conducted in small groups, parents/guardians must be allowed to conference individually later if requested. Students that have not reached 12th-grade status by the end of the current year that may potentially meet graduation requirements by May of the next school year may be scheduled only for an individual parent meeting given their "at-risk" status. Senior meetings must be held by October of each year. The Muscogee County School District (MCSD) provides credit or course recovery opportunities for students to retake a course in which they previously failed to earn credit or pass a course. This allows students who have already completed seat time to earn credit or meet course requirements. McKinney-Vento students, students experiencing homelessness, can receive credit recovery through Georgia Cyber Academy, tutoring, and Mental Health

Middle and High School Transition Plans

	Services at no cost to the family.
	The district coordinates with Columbus State University, Columbus Technical College, and Georgia Military College to provide students with Dual Enrollment and Advanced Learning. Georgia's dual enrollment program allows high school students to earn college credit while working on their diplomas. The law streamlines the existing dual enrollment options into one program with one funding source.
	MCSD hosted our second annual I Love My Future Week to ensure that all students receive exposure to various careers. I Love My Future Week is a week-long event focusing on college and career readiness for Pre-K through 12th-grade students. Elementary and Secondary Counselors organized, coordinated, and implemented career shadowing, career fairs, guest speakers, CTAE simulations, career lessons, college fairs, job fairs, STEAM workshops, field trips, and financial aid workshops for students and parents. Students could attend events based on the outcome of their YouScience results.
	All School Counselors must attend professional development in college and career readiness, social-emotional development, mental health, academic development, and positive behavior intervention and support. Counselors participate in Cohort and Attendance meetings with Regional Graduation Coaches and School Social Workers. School Social Workers and Graduation Coaches also partner with community agencies for the Muscogee County Attendance Panel. This multidisciplinary team meets with parents and students monthly to address and eliminate barriers to school attendance. Overall, Elementary and Secondary School Counselors must spend no more than 20% of their time on program planning and school support activities. At least 80% of a school counselor's time should be spent on direct and indirect services to address academic, social-emotional, career, college, and mindset/behavior development. Direct and Indirect Services are listed below: **Direct Student Services** Counseling Core Curriculum Instruction Advisement Individual and Group Counseling **Indirect Student Services** Consultation Collaboration Referrals

Preschool Transition Plans

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	The district currently serves 4 year old Pre-K students eligible to attend Bright from the Start, Ga Pre-K. The district has established a Pre-K office which employs a full time Director and 1 FTE Administrative Assistant. The district has 22 Early Success Centers (ESC) located within our elementary schools. The schools were selected by region (West, Central and East) to house ESCs to assure access to all parents. Each early success center will have 2-4 Pre-K classrooms which promotes teacher collaboration and supports professional learning communities with a total of 55 classes. Each classroom will have a lead Pre-K teacher and a paraprofessional. All Pre-K teachers possess a bachelor's degree related to Early Childhood Education or a Georgia T4 or T5 teaching certificate and follow a state approved, district adopted curriculum that supports Georgia Early Learning and Development Standards (GELDS). We support our prek teachers by providing new teacher orientation, job embedded professional development, and instructional support from our building level academic coaches and district Pre-K academic coach. The ESCs are located within established elementary schools in the district to allow accessibility and exposure to the students and parents to elementary school routines and practices. At the completion of Pre-K4 program within the district, students are automatically enrolled in their zoned school for the upcoming Kindergarten year. The district will establish a summer transition program for incoming Kindergarten students. This program will be funded with title funds and a DECAL Summer Transition Program grant facilitate a smooth transition into our kindergarten classes for the upcoming Fall.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	N/A

Title I, Part A – Instructional Programs

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	Title I School-Wide Schools: Subject Areas to be served - All content areas Evidenced-based instructional interventions/strategies to be used: Push-in/pull-out remediation, during school tutoring, after school tutoring, summer school, Saturday school, computer based instruction (Achieve 3000, IXL, Lexia, HMH Into Reading, iReady, APEX, Georgia Virtual School, USA TestPrep, etc.) Related professional development activities: Leadership development, computer based programs, New Teacher Orientation, content area & pedagogy, teacher mentoring, Personalized Learning, Canvas Learning Management System, MTSS, PBIS, evidence-based instructional strategies, use of Academic Coaches Related Parent and Family Engagement Activities building for capacity: Open Houses Annual Title I Parent Meetings Fall and Spring workshops on School Improvement Plan goals (school specific) Academic workshops (school choice/specific) Staff trainings on effective parent and family engagement strategies State assessment workshop Transition workshops (Pre-K to Kindergarten, Elementary to Middle, Middle to High School, Scholarships) At this time, the district does not have any identified Targeted Assistance (TA) programs. Title I provides tutoring supports, restorative practices services and instructional resources to neglected and delinquent (N&D) homes. Additionally, MCSD provides equitable services to participating private schools.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

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.	Potential Migrant Students are identified using the Parent Occupational Survey at the time of registration for the new school year or new enrollment into a school (at all schools). These surveys are completed as part of the registration process for all students. The forms are collected at the location of registration and then forwarded to the Federal Programs Specialist for Migrant students. Based on the information provided by the parent through the Occupational Survey the Federal Programs Specialist for Migrant Students forwards potentially eligible student Parent Occupational Surveys to the designated Migrant Education Program (MEP) contact for further interviewing and determination for eligibility. MEP Students that transfer to a school that is not in the school district will be updated in the MSIX database by the Federal Programs Specialist for Migrant Students in an attempt to notify the receiving school/district/state of the new student and will have access to records to place the student in the appropriate classes and/or services. Additionally the Federal Programs Specialist will notify the Consortium to inform them of the withdrawal to assist in assuring appropriate placement in the school and transfer of pertinent records can begin. The school the student is departing will hold records until an official records request is received from the new school. After the records request is received from the receiving school the departed school will send copies of immediate important documents (grade level or course enrollment, Immunization) to the new school. The Federal Programs Specialist for Migrant Students logs into the MSIX site bi-monthly to check for possible new students to the school district that haven't already been identified. The Federal Programs Specialist will also update current MEP student information as it changes. The information obtained from MSIX will be used for student placement to expedite student enrollment and placement.

Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 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. 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.	Due to the low number of Migrant Students served in MCSD, services are coordinated through the Abraham Baldwin Agricultural College (ABAC) consortium in conjunction with the local Federal Programs Specialist for Migrant students. The district Program Specialist will notify ABAC if/when a Migrant student enrolls to ensure any needed academic/no-academic supplemental supports can be provided. Additionally, the Program Specialist will be the liaison to ensure the connection is made between the family and ABAC and to assist in any issues that may arise throughout the school year.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity | Muscogee County School District Program for Exceptional Students approaches improving the graduation rate for students with disabilities by fostering a comprehensive network of school and community supports in an effort to ensure students have access to the services they need to graduate high school. Individual Graduation Plans (IGP) are developed as students complete their career inventories and begin the process of transitioning into high school. These plans identify the students' career pathway, diploma type, and courses necessary to graduate. The IGP serves as a guide to develop the transition plan in the students' IEP and will assist with transitioning the student to postsecondary education or the work force. High School transition students are encouraged to apply for Vocational Rehabilitation services in order to receive pre-employment transition services while still in school. Vocational Rehabilitation offers the following pre-employment transition services: Self-advocacy, workplace readiness, job exploration, counseling on enrollment opportunities, and work-based learning experiences. PES students enrolled in grades eleventh and twelfth are invited to participate in High School High Tech (HSHT). HSHT students participate in activities that expose them to industries, jobs, and colleges. HSHT students acquire knowledge of educational requirements for careers and college entry information. HSHT students also attend job fairs, work on resume building opportunities, participate in mock interviews, and learn self-advocacy skills, social media etiquette and financial literacy. Students in specialized-adaptive classes in grades ninth through twelfth participate in community-based instructional opportunities. Students in grades ninth and tenth are exposed to in-school enterprises, introducing them to beginner job skills. Specialized adaptive students in eleventh and twelfth grade participate in the community two days per week utilizing previously learned job skills and building upon the established skill set. Work-based learning is extended to all students with disabilities in their senior year. The collaboration between Muscogee County School District students and staff, Vocational Rehabilitation, and High School High Tech supports the interconnection between families, schools, and the state servicing agencies ensuring equal access to college and career resources. All Special Education Teachers are trained on writing a compliant transition plan and are updated annually on any state and federal changes. The Transition Program Manager for MCSD monitors transition plan compliance continuously throughout the year. The transition Program manager meets twice a month with the county-based Graduation Data team to assist with graduation concerns, implementing action plans and working to adjust cohort years for applicable students. Finally, there will be monthly transition |

IDEA Performance Goals:

	meetings to disseminate state, local and school specific information to ensure a continuity of services for all of our students. These meetings will be in person, online and interactive in nature to ensure understanding and compliance with training topics.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings	Muscogee County School District offers a comprehensive early intervention program serving young children (3-5 years old) with disabilities that includes a collaborative community focus. MCSD procedures support Child Find obligations beginning at birth through entry into school-age services through our collaborative agreements/Memorandums of Understanding with Babies Can't Wait, Head Start, and Easter Seals. Other community supports such as the Georgia Department of Public Health, DECAL/ daycare referrals, and parent referrals further extend our Child Find obligations specifically for 3-5-year olds.
	The continuum of services provided through MCSD extends from itinerant/collaborative/consultative services provided in the child's Least Restrictive Environment (LRE), which range from community-based daycares, private daycare settings, Head Start, and/or an MCSD Early Success Center, through more restrictive pull-out/separate class special education preschool settings housed within MCSD Early Success Centers. Pull-out models are available as multi-categorical options as well as a severe-profound model and an Applied Behavior Analysis-based Severe Autism Model. The placement and/or amount of services provided in any of the models are IEP-driven and individualized, to allow for smooth transitions to less restrictive settings within the service day (i.e., possible 4 hours within the ABA/Autism model and 2 hours in the Cross-categorical model to allow for generalization of skills and/or determined areas of relative strength). MCSD is committed to continuous progress monitoring in order to facilitate movement to a less restrictive model supported by the Multi-Tiered System of Supports (MTSS) implementation.
	MCSD currently provides itinerant services through the allocation of 2 full-time preschool special education teachers. One preschool teacher is allocated full time as the Head Start itinerant teacher/collaborative liaison. The services are provided through direct instruction/collaborative partnerships at the 4 area Head Start locations as well as 4 additional Head Start Blended locations. The Head Start Liaison acts as the operating agent for implementation of MCSD's Cooperative Agreement. This agreement is aligned with MTSS in order for MCSD:
	● Assist with Tier 1 services (including assistance with the screening of all Head Start students with the Speed DIAL Assessment)
	● Tier 2 alignment to include consultation and collaborative processes (such as modeling and kindergarten readiness activities)
	● Further screening with the DIAL-R Assessment if needs are indicated by the Speed DIAL
	Tier 3 instruction for all Head Start students receiving IEP-driven support

IDEA Performance Goals:

	provided at these locations. MCSD leadership further implements this collaborative agreement through processes such as provision of requested trainings and regular participation in Head-Start Round-Table discussions (quarterly meetings arranged by Head Start Liaison). The SY 2020-2021 school year included a realignment of preschool special education leadership responsibilities delegated to the second itinerant teacher. In addition, this position supports community-based itinerant preschool needs and Babies Can't Wait LEA responsibilities. During the SY 2022-2023 school year, the focus of MCSD will be on improving the overall services provided to our preschool students with disabilities through implementation of the following: ● Collaboration with the MCSD General Education Preschool Department (Bright From The Start grant classrooms) in regard to the implementation of the newly adopted general education preschool curriculum (Frog Street) ● Roll-out of MCSD's Preschool/ Bright From the Start pacing guide with alignment to the Georgia Early Learning and Development Standards (GELDS) ● Continued collaborative support provided by preschool special education teachers to a partnered Early Success Center (ESC) through the MCSD Preschool Collaborative Schedule ● Continued provision of a Preschool Special Education Clerk targeted to improve compliance with Indicators 11 and 12. These components will be evaluated during the SY 2022-2023 school year through the Preschool Outcomes Report, Indicators 11 and 12. MCSD provides general supervision activities (procedures, professional learning, monitoring) which support improving services in young children (3-5) with disabilities. Specifically, the SY 2022-2023 will include monthly preschool special education staff meetings led by the Lead Teacher/LEA Facilitator and/or Preschool Special Education Coordinator. Preschool special education teachers will be notified of and encouraged to attend state provided supports and trainings rolled out by the GaDOE. Preschool special education teachers will be expected to continue with the peer-review procedures already in place for IEP compliance monitoring. System level IEP reviews will be completed at the beginning of the SY 2022-2023 in order to target tiered placement for trainings on writing/developing IEPs in compliance with state and federal regulations for preschool students with disabilities. The district has developed a process aligned to MTSS to further clarify growth as it correlates to Preschool Outcomes. MCSD continues to work toward full implementation of MTSS at the preschool level from pre-referral through eligibility and IEP development. All procedures described and indicated above are identified within the MCSD Procedures Manual and within aligned MCSD Guided Practices. Attendance at trainings will be tracked from sign-in sheets. Ongoing monitoring of compliance will be monitored for implementation through the Quick 13 Preschool Special Education Classroom Consult Note which was developed and rolled out for SY 2021-2022.

IDEA Performance Goals:

	Preschool-To-Kindergarten Transition Meetings are held every year in the March-April timeframe. This allows for the IEP teams to develop transition activities and provide increased support for parents, teachers and other team members as their preschool special education student moves towards transition. Specifically, the preschool team has been trained on and is using the ASQ-3 (*ASQ*-3 — A comprehensive, reliable screening tool that measures development in 5 domains: communication, gross motor, fine motor, problem solving, and personal-social) as a shared measure that is completed as a baseline when a student enters Preschool Special Education and prior to the Transition Meeting. Other progress monitoring information utilized by the team beginning in SY 2021-2022 and continued into the SY 2022-2023 are The Pre-K Progress Notes Form (MCSD 2020), a copy of the MCSD Kindergarten Quarterly Report Card (to share upcoming benchmark/targeted standards, the GKIDS Readiness information, as well as any additional progress monitoring information). This activity is monitored for implementation by the Preschool Special Education Program Coordinator, Lead LEA Facilitator and Region Program Managers who are present and act as the LEA for each transition meeting.
	MCSD's Department of Teaching and Learning conducts Parent Training/Information Sessions in the Spring timeframe to answer parent questions and concerns as well as provide information pertaining to their child's upcoming transition to Kindergarten. Head Start parents are provided additional parent information sessions as well as opportunities provided to their students to visit their anticipated zoned elementary school with Head Start staff.
	Additional Child Find activities are embedded as follows: Child Find Screenings are provided free of charge in collaboration with Head Start during the first 90 days of when the student begins the program by the MCSD Preschool Special Education Evaluation Team, in tandem with information to sign up for Summer Learning Opportunities. The Preschool Special Education Team provides informational flyers to all community pediatrician and family practice doctor's offices in August of each school year. These inform community stakeholders of the availability of early intervention activities (Babies Can't Wait, Preschool Special Education, Parent Referral Process, and Provider Referral Process) and provide contact information. This information is also provided on the MCSD Special Education website and printed in the local newspaper.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities?**	Training is provided at the district EmPower conference for new and veteran teachers. Topics include SLDS, GO-IEP and Eligibility procedures. Program Managers, District LEAs and Lead School Psychologists provide yearly training opportunities. Schools may request additional training or training may be offered to schools who have been identified as needing extra support. The focus of the Program for Exceptional Students in Muscogee County School District is to ensure that all students receive a quality free and appropriate public education in addition to serving students in their least

IDEA Performance Goals:

Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	restrictive learning environment (LRE). Utilizing a continuum of services, LRE is accomplished by identifying student needs and aligning and providing appropriate services and supports. Personnel, instructional, and supplementary materials are provided to support the implementation of specially-designed instruction. In addition to Tier I services, regular education curriculum, and professional development, Special Education Teachers will receive specialized professional learning. Professional learning will focus on the areas of Federal and State compliance, assistive technology, transition planning, behavior support, emotional support, specialized instruction, and collaboration with team members as it pertains to student accommodations/modifications and writing compliant IEPs, that serve the student in their LRE. The Program for Exceptional Students offers a continuum of services that provides supports for each student in their least restrictive environment. Students can receive Special Education Services, according to their IEP, along a continuum that is comprised of services from the most restrictive environment of a specialized self-contained service model, to the specialized resource service model, to the small group service model, to the co-taught service model, and to the least restrictive environment of the consultative service model. Along that continuum related services such as speech therapy, occupational therapy, physical therapy, counseling, audiological services, assistive technology services, transportation, behavioral services, and transition services can be provided according to the student's IEP. Program Managers, District LEA Facilitators and School Based LEA Facilitators engage in bi-weekly data reviews to gain a deeper understanding of IEP procedures, Special Educational Law, and monitoring policies. This information is redelivered to the district's special education teachers so that students with disabilities are provided a high quality free and appropriate public education to meet their individualized needs. LEA Facilitators and Program Managers will monitor the development of Individualized Education Programs (IEPs) on an annual basis. School-Based and District Teams will utilize Georgia Online IEP (GO IEP) to share accommodations/modifications with teachers who are working with Students with Disabilities. School-Based LEA Facilitators and School Lead Teachers will utilize GO IEP to monitoring IEP participants and insure all teachers can access the IEP of the students they teach. The Program for Exceptional Students Procedural Manual 2021 was developed in an effort to ensure that all Program Managers, LEA Facilitators, School-Based Administrators and Special Education Teachers are provided an outline of compliant procedures and protocols that are aligned with state and federal laws and regulations. The PES Administrative Team will provide Professional Development district wide on the PES Procedural Manual 2021.

IDEA Performance Goals:

| Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.** How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance | The Executive Director will continue to attend the Federal Programs Conference, Special Education Leadership Development Academy – SELDA, Director Webinars, Collaborative Community Meetings and other state-wide conferences to ensure district compliance with state and federal laws and regulations. The information obtained will be redelivered to Program Managers, District LEA Facilitators, School Based LEA Facilitators, School Administrators, Special Education Teachers and General Education Teachers. The PES Procedural Manual 2021has been developed in an effort to ensure that all Program Managers, LEA Facilitators, School-Based Administrators and Special Education Teachers are provided an outline of compliant procedures and protocols that are aligned with state and federal laws and regulations. This is in addition to Muscogee County School District SpecificStandard Operating Procedures and Guided Practices that are continually being written and reviewed.

 MCSD is implementing year six of the utilization of GoIEP implementation. The PES Department continues to provide new teacher and administrative trainings. Professional development is being provided to tiered school-based staff based on their individual needs. MCSD will train Lead Teachers, School-Based LEA Facilitator's and District Level Administrators on dashboard reports in GOIEP to ensure there is an awareness and developed skill set to actively monitor for compliance.

 The Regulatory Compliance Officer will provide trainings on updates with regards to legal areas of Special Education that have been identified as areas of need to all Program Managers, LEA Facilitators, School-Based Administrators and Special Education Teachers.

 Based on need, annual contracting with consultants will continue for the Marcus Autism Center and Chancelight Behavioral Supports Program as a means of building school district capacity to better serve our exceptional students.
 ● LEA procedures to address timely and accurate data submission –

 District level staff (Program Managers, District LEA facilitators, School-Based LEAs), school level leads and administrators will be trained on scheduling for students with disabilities to ensure that data is correct at the time of submission. Training will also be provided on the importance of timely and accurate data for FTE, Student Class and Student Record. PES staff will be available to assist school administrators with questions regarding the submission of timely and accurate data.
 ● LEA procedures to address correction of noncompliance (IEPs, Transition Plans)

 Through the IEP monitoring process the PES district level staff will monitor the dashboard for upcoming items that are due and overdue items. Bi-weekly reports will be completed by School-Based LEAs and sent to PES staff (Program Managers, District LEA facilitators, the Director of Operations and Supports and Executive Director, School Psychologists and Related Service Providers), Lead teachers and Administrators. Bi-weekly reports will review overdue items as well as discipline and attendance data. Tiered training and |

IDEA Performance Goals:

	support will be provided to individuals needing assistance with compliance. IEPs will be reviewed for compliance and feedback will be provided.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs 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)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	ACTION	NEW/ CONTINUING	WR/ SH	NEED. ACTION STEP	DESCRIPTION	INTENDED OUTCOME
	Achieve 3000	Continuing	WR	1.11	Non-fiction Lexile program (3-12)	Improve non-fiction Lexiles
	Beable	Continuing	WR	1.11	Literacy/career exploration program	Improve Lexiles while exposing students to careers
	CTAE Student Trips	New	WR	1.13	Career & Technical Student Organization (CTSO) competitive events	Improve student achievement/increase student engagement
	ELLevation	Continuing	WR	1.11	EL instructional resource for ESOL & non-ESOL teachers serving ELs	Improve EL learning outcomes
	Flashlight Learning	New	WR	1.11	Formative assessment tool supporting language development of ELs	Improve EL learning outcomes
	GaTAPP Supervisors	Continuing	WR	3.9	PT support staff for TAPP teachers	Provide ongoing, in-class support to TAPP Teachers
	IB Curriculum Materials	New	WR	1.12	Materials to support IB units of instruction	Improve student achievement/increase student engagement
	IXL Math	Continuing	WR	1.11	Individualized Math skills program	Improve student achievement/increase student engagement
	Lexia	Continuing	WR	1.11	Individualized Reading skills program	Improve student achievement/increase student engagement
	Musical Instrument	New	WR	1.12	Band & orchestra instrument repairs	Improve student

Title IV, Part A – Activities and ProgrammingLEAs 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)

	Repairs					achievement/increase student engagement
	Personalized Learning Student Journals	New	WR	1.2	Instructional resource supporting PL implementation	Improve student achievement/increase student engagement
	Professional Development	Continuing	WR	3.1 - 3.4, 3.6, 3.13, 4.11	Teachers & Leaders - Beable, Renaissance, WIDA Conference, leadership development	Increase professional capacity/improve student achievement
	Quaver	Continuing	WR	1.11	Music curriculum resource (grades K-5)	Improve student achievement/increase student engagement
	Remind	New	WR	3.13	Texting platform to use during district professional development conferences/events	Increase staff engagement
	Renaissance	Continuing	WR	1.11	Reading & Math universal screener to support MTSS implementation	Support tiered instruction
	Robotics Competitions/Equipment	New	WR	1.12	Team participation fees/equipment	Improve student achievement/increase student engagement
	Second Step Curriculum Materials	Continuing	WR	2.9	Social emotional learning resource	Improve school climate/decrease removals from instruction
	Sight Reading Factory	Continuing	WR	1.11	Music curriculum resource (grades K-12)	Improve student achievement/increase student engagement
	SmartMusic	Continuing	WR	1.11	Music curriculum resource (grades K-12)	Improve student achievement/increase student engagement
	The Art of Education University	Continuing	WR	1.11	Art curriculum resource (grades K-12)	Improve student achievement/increase student engagement
	Turnitin	Continuing	WR	1.11	Student writing support program	Improve student achievement/increase

Title IV, Part A – Activities and ProgrammingLEAs 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)

					student engagement

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	ACTION	NEW/ CONTI NUING	W R/ SH	NEED. ACTIO N STEP	DESCRIPTION	INTENDED OUTCOME
	Connect with Kids	Continu ing	S H	2.9	PBIS student support program	Support student SEL needs/provide students usable strategies
	Edmentum	Continu ing	S H	1.11	Asynchronous credit recovery program (grades 9-12)	Increase graduation rates of previously under-credited students
	Partners in Education (PIE) Kick-Off	Continu ing	S H	1.10	School teams and community partners event	Improve school/community partnerships
	Professional Development	Continu ing	S H	4.11	PBIS	Increase professional capacity/improve student achievement
	Review 360 BESS Screener	Continu ing	S H	2.10	Student behavioral universal screener for MTSS implementation	Support tiered instruction
	SWIS/Check In Check Out	Continu ing	S H	2.9	PBIS student support program	Support Tiers 2 & 3 students/provide them usable strategies
	This W.O.R.K.S.	Continu ing	S H	2.9	Restorative practices student support	Improve school climate/decrease removals from instruction

Title IV, Part A – Activities and ProgrammingLEAs 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)

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Due to ED-Flex waiver request, funds will not be spent in this category.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	Due to ED-Flex waiver request, funds will not be spent in this category.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	Four individual District Improvement Plan (DIP) goal teams will meet semi-annually for the purpose of progress-monitoring to review data and make data-driven decisions on goal progress throughout the year. These teams will interact with departments and/or schools to collect needed information that will be utilized to make these data-driven decisions. Each team will consist of cross-divisional/departmental representation as well as a participating community member/partner to ensure stakeholder input.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Equity Gap 1 - Teacher Retention Intervention Effective - The Equity Gap has not been eliminated but has been reduced We are seeing some positive shift in retaining teachers and are shifting our focus to another Equity Gap

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap 1 - Teacher Retention MCSD provided targeted teacher development on content (textbook adoptions and supplemental resources), pedagogy (Tier 1 instruction and Personalized Learning), and student supports and interventions (PBIS and MTSS). The district also established a Teacher Leader Academy to specifically target teacher retention. The School Board approved a pilot for retention bonuses at three hard to fill middle schools. The School Board also approved an employee tuition reimbursement program. All of these initiatives were developed during the year for an end of year start.

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

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

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Equity Gap 2 - Student Achievement MCSD provided, and will continue to provide, equitable access to student support programs and interventions (i.e. Personalized Learning, MTSS, PBIS) at all schools. Due to the pandemic, the data we looked at showed declines, like the rest of the nation (i.e. Georgia Milestones). However, MCSD's graduation rate increased and SAT scores were above the national and state averages. The above remains to be true; however, we are shifting our focus to building the capacity of our Teachers and Leaders to better support this area.

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	Learning loss Instructional frameworks

Title II, Part A	Job embedded professional development - content specific

Title III, Part A	No participating private schools

Title IV, Part A	Fine arts enhancements Personalized instructional supports - Brain Pop, Discovery Education, IXL, Moby Max, Renaissance Learning Social-emotional student supports - Growing Leaders, Live School Classroom libraries

Title IV, Part B	N/A

Title I, Part C	No participating private schools

IDEA 611 and 619	Speech therapy