



Comprehensive Needs Assessment 2023 - 2024 District Report



Worth County

1. PLANNING AND PREPARATION

1.1 Identification of Team

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

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Nehemiah Cummings
Multiple Program(s)	Federal Programs Director	Felecia Cook
Multiple Program(s)	Curriculum Director	Teresa Sumner
Multiple Program(s)	School Leader (#1)	Dr. Steven Rouse
Multiple Program(s)	School Leader (#2)	Cornellius Frazier
Multiple Program(s)	Teacher Representative (#1)	Melissa Souter
Multiple Program(s)	Teacher Representative (#2)	Monica Willis
McKinney-Vento Homeless	Homeless Liaison	Tracie Turner
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	Felecia Cook
Special Education	Special Education Director	Sommer Clark
Title I, Part A	Title I, Part A Director	Felecia Cook
Title I, Part A	Family Engagement Coordinator	Felecia Cook
Title I, Part A - Foster Care	Foster Care Point of Contact	Tracie Turner
Title II, Part A	Title II, Part A Coordinator	Felecia Cook
Title III	Title III Director	N/A
Title IV, Part A	Title IV, Part A Director	Felecia Cook
Title I, Part C	Migrant Coordinator	Felecia Cook

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Seth Freeman
Multiple Program(s)	Testing Director	Felecia Cook
Multiple Program(s)	Finance Director	Seth Freeman
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	
Multiple Program(s)	Student Support Personnel	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Melissa Edwards, Will Smith, Jared Worthy
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	Michelle Popham, Jennifer Easom
Multiple Program(s)	ESOL Teacher	Michael Fulp
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Teresa Sumner
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	
Title IV, Part A	Faith-Based Community Leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Tayshaun Adams, Morgan Brown, Coy Etheredge, Ahmani Green
Multiple Program(s)	Private School Officials	Susie Hatcher
Migrant	Out-of-School Youth and/or Drop-outs	Austin Knaggs, Korie Knaggs, Skylyle Watson (Made attempt to contact with no response)
Title I, Part A	Parent Representatives of Title I Students	Stephanie Sauls, Naverah Jimmerson
Title I, Part A - Foster Care	Local DFCS Contacts	Angie Saturday
Title II, Part A	Principals	Melissa Edwards, Cornelius Frazier, Steven Rouse, Will Smith, Jared Worthy
Title II, Part A	Teachers	Jennifer Easom, Michelle Popham, Melissa Souter, Monica Willis
Title II, Part A	Paraprofessionals	Jonette Johnson
Title II, Part A	Specialized Instructional Support Personnel	Jenny Worn, Jessica Davis, Kerri Hancock
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	SWG A RESA
Title III, Part A	Parents of English Learners	Anjananben Patel

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	
Multiple Program(s)	Technical, College, or University Personnel	
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	

Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<p>The district team utilized the required and recommended list of stakeholder roles as a guide to determine the selection of stakeholders. Each school was asked to personally contact a representative number of parents/guardians along with community partners to participate in in-person meetings. Invitations were posted on all district social media outlets, web pages, and the SIS parent portal inviting all stakeholders to attend. Input opportunities were provided to all employees in the district through email notifications which contained direct links to surveys. Students in grades 8-12 were provided an opportunity to complete the Student Health Survey during school. All Worth County Middle School students were provided an opportunity to complete a survey to provide input. A representative group of high school students were also selected to provide input during the CNA process.</p>
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<p>Survey notifications and links were provided to parents/guardians through the district website, social media posts, and the SIS parent portal. Invitations were sent to all parents/guardians to participate in the in-person stakeholder input meeting that was held at the central office. Invitations were also posted on school and district websites, social media, and the SIS parent portal. Family Engagement Coordinators made contact with a representative group of parents who are representative of student subgroups. All schools participate in the district level input meetings. Whole group and small group break out sessions were held which provided all participants an opportunity to provide input on the district/school Family Engagement Plan and district/school improvement plans. As our EL population continues to increase, a concerted</p>
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	<p>effort was made to receive input from the parents of these students. Family Engagement Coordinators made personal contact in pickup lines to provide surveys to these parents. This was asuccessful with a high percentage of parents returning the completed surveys.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2.2 Effective Leadership

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

Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

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

Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . 	

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

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

Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>The following forms of perception data were captured:</p> <ul style="list-style-type: none"> ● Admin CNA Data Collection Survey ● Personnel Survey/Needs Assessment ● 2022 GA Health Survey for MS and HS students. ● Family Engagement Surveys ● Feedback from Administrators and SIS's.
<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<ul style="list-style-type: none"> ● The district is on course with alignment of instruction and assessments. ● District walkthroughs need to continue. ● Parents need continued assistance on how to help their children with math. ● Majority of parents want to receive communication from the district by text message. ● There is a need for professional learning in the following areas: English Learners, Migrant Students, Economically Disadvantaged Students, McKinney-Vento, and Social Emotional Learning. ● District is on track with establishing expectations for implementation of curriculum, instruction, and assessment practices. ● Secondary students can benefit from social-emotional support groups. ● There is a need for an instructional resources adoption/update cycle for each content area. ● Assistant principals need more opportunities to participate in professional learning.
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> ● Family Engagement Surveys ● Building Parent Capacity Sign-in Sheets ● EL Student List ● Parent Preferred Communication Language ● MEP Student List ● Homeless Student List

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<ul style="list-style-type: none"> ● Parents want assistance on how to support their children at home with academics. ● District expectations for the support of EL, homeless , and migrant students need to be established. ● In-depth training is needed on McKinney-Vento for all staff. ● Emphasis needs to be placed on parent communication preferences. ● District expectations for ESOL teachers need to be established.
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<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> ● 2023 ACCESS 2.0 ● GMAS ● Graduation Rate (FY 19-FY22)
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<p>What does your achievement data tell you?</p>	<p>Across most EOG grade levels and subjects, there is a general decline in the percentage of students scoring Level 2 or above and Level 3 or above from 2019 to 2023. This indicates a decrease in overall performance. Notably, 8th grade Algebra I showed consistently high percentages of students scoring Level 2 or above and Level 3 or above, indicating strong performance, despite the drop in performance from 2022.</p> <p>For EOC subject areas, there is an improvement in the percentage of students scoring Level 2 or above and Level 3 or above from 2019 to 2023 across most subjects.</p> <p>The 2022 graduation rate decreased from 86.41% to 83.65%. This rate is still higher than the pre-pandemic grad rates.</p> <p>Five EL students will exit EL status at the end of 2022-2023. Two met the state exit criteria requirements. The other two students met local flexibility requirements and were exited after reclassification meetings. Secondary students who have been in the ESOL program for five years or more year are not showing significant growth in the areas of reading, writing, comprehension, and literacy. These students need more support in these areas.</p>
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<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● Enrollment Data ● Student Attendance Data ● Teacher Retention Rate
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What does the demographic data tell you?

Based on a comparison of data from 2019 through 2022:

- Total student enrollment continues to decline.
- Minority subgroups are growing.
- Hispanic subgroup continues to grow.
- The number of inexperienced teachers continues to increase.
- Secondary schools have the highest number of inexperienced and non-certified teachers.
- With the exception of SY2022, the teacher retention rate for the district is lower than the state, P20 Region, and RESA. The 2023 rate is 76% which is the lowest it has been in the last five years. The lowest rate prior to this was 81% in 2020.
- Student attendance has not improved to pre-pandemic percentages; however, this appears to be a statewide issue.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

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

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD demonstrates an operational coherent instructional system:</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Common collaborative planning time by subject area and weekly grade level collaborative planning time, as scheduling allows ● Each school has extended learning time (ELT) embedded in the master schedule to address skill deficits as well as extension opportunities ● Professional learning through grade level or content area PLC's ● Implementation of PBIS (Positive Behavior Interventions and Supports) ● Maintenance of attendance teams to encourage positive attendance rates ● Student use of instructional software facilitates growth in technology literacy ● Provide summer school opportunities to provide additional support for learning loss ● Provide district level support in curriculum design and implementation ● Provide guidance and support in the selection and implementation of effective resources and strategies to improve student learning <p>Challenges:</p> <ul style="list-style-type: none"> ● Developing common expectations for implementing curriculum, instruction, and assessment practices across all schools ● Increasing rigor in all grades and content areas ● Inconsistent use of differentiated instructional strategies <p>Summary:</p> <p>Ongoing district support and clear expectations are needed to support:</p> <ul style="list-style-type: none"> ● Ongoing formative and summative assessment practices and data analysis ● Continuity of instruction ● Best practices in literacy and math instruction <p>Consistent support and common expectations are a priority for schools and teachers regarding the purpose, development, and use of assessments to monitor student learning. Professional learning, flexible grouping, PBIS, class size reduction, instructional software, and transitional services are just some of the ongoing practices used to meet the diverse needs of our student body.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD demonstrates an operational effective leadership system:</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Effective allocation of resources and personnel as needed for the purpose of preparing students for college and career readiness ● Use of a collaborative, data-driven planning process at the district and school levels for improving student learning ● Organizes and provides personnel, expertise, and services to achieve district and individual school goals ● Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching ● District monitoring of school-level implementation of SIP's <p>Challenges:</p> <ul style="list-style-type: none"> ● Establishing a proactive and transparent communication protocol to provide regular and consistent communication with stakeholders and valuing and supporting active engagement of all stakeholders ● Developing and implementing formalized processes and procedures for staff recruitment and retention, as well as cultivation of leaders, will improve student performance and organizational effectiveness <p>Summary:</p> <p>Our system has strong leaders and processes in place to ensure successful operation. Appropriate protocols, policies, and procedures are established and defined and our leaders at the school level establish clear communication and collaboration with all teachers. The vast majority of our teachers in the WCSD set high goals and expectations for our students, and teachers are held accountable for creating a structured environment that is conducive to student learning.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD demonstrates an operational professional capacity system:</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Professional learning goals for the year are based on data, teacher feedback, and student needs. ● The district guides and monitors the use of the state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff. ● Professional learning communities (PLC's) are clearly established and defined in each school. <p>Challenges:</p> <ul style="list-style-type: none"> ● Assistant principals, counselors, and paraprofessionals require more training; there are limited opportunities for participation in professional learning during the school year. ● Developing common expectations across all schools for professional
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Strengths and Challenges Based on Trends and Patterns

	<p>learning communities</p> <p>Summary: Professional learning is a priority in the district; however, the needs at each school vary. Each school has a School Improvement Specialist who provides and oversees regular, job-embedded PL.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD is operational in family and community engagement system:</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Establishes structures which promote clear and open communication between schools and stakeholders. ● Communicates district policies and procedures in a timely manner to relevant audiences ● Establishes and communicates district-wide expectations for schools to engage families and the community to support teaching and learning. <p>Challenges:</p> <ul style="list-style-type: none"> ● Building parent capacity ● Providing multiple opportunities for stakeholder input at convenient times ● Communicating with parents with limited English proficiency (LEP) ● Completing school/parent/student compacts and family engagement plans in conjunction with the SIP ● Parent engagement at the high school
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>WCSD is operational in providing a supportive learning environment:</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning ● Provides, coordinates, and monitors student support systems and services ● All schools have an extended learning time built into their schedule <p>Challenges:</p> <ul style="list-style-type: none"> ● Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance. ● New instructional strategies are needed to ensure differentiation, rigorous activities, promotion of creativity, innovation and collaborative problem-solving. <p>Summary: A caring, supportive, well-managed learning environment exists in WCSD. Positive Behavior Interventions and Supports (PBIS) was implemented in all</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>schools years ago to create more positive school environments. A review of behavior data shows PBIS has had a positive effect on decreasing discipline issues. Intervention blocks/classes or ELT opportunities across all grade levels are implemented to address gaps among student populations. Each school has a MTSS coordinator, supported by the district MTSS coordinator who drives the MTSS process.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Demographic Trends:</p> <ul style="list-style-type: none"> • All schools with the exception of the WCAC are designated as Title I schools. Since the 2019 school term, WCAC has been identified as a CSI Alternative School (Comprehensive School Improvement) as a result of a low graduation rate. • All students within the WCSD eat at no cost through the Community Eligibility Program. CEP permits eligible schools to provide meal service to all students at no charge, regardless of economic status, while reducing burden at the household and local levels by eliminating the need to obtain eligibility data from families through a separate collection. • EL population within the district continues to grow. More ESOL endorsed teachers are needed at WCHS. <p>Financial Trends:</p> <ul style="list-style-type: none"> • All budgets are based on needs assessment plans and are allocated by the superintendent, finance director, and local BOE. • Each school meets with its leadership team, superintendent, and directors to determine needs and discuss possible funding sources. <ul style="list-style-type: none"> • Needs include: personnel, resources, professional learning, • Utilized federal funds to reduce class size for FY23 • CARES funding was utilized to provide additional instruction to assist with learning loss.
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the</p>	End of Grade Proficiency (Spring GMAS)						
	3rd Grade	% of Students Scoring Level 2 or Above			% of Students Scoring Level 3 or Above		
	3rd Grade	2019	2022	2023	2019	2022	2023
	ELA	77%	76%	61%	46%	40%	32.20%
	Math	91%	85.30%	76%	59%	47.10%	37%
	4th Grade						
	ELA	78%	79.20%	71.40%	38%	36.70%	34.20%

Strengths and Challenges Based on Trends and Patterns

identification of student, teacher, and leader needs?	Math	88%	88.20%	83%	43%	47.50%	44.90%	
	5th Grade							
	ELA	78%	77.10%	79%	40%	40.60%	33.60%	
	Math	74%	82.60%	83%	30%	39.50%	38.20%	
	Science	70%	73.20%	72%	37%	44.30%	40.40%	
	<p>The following trends can be observed from this data:</p> <ul style="list-style-type: none"> • In general, the percentage of students scoring Level 2 or above decreased from 2019 to 2023 across most subjects and grades. This indicates a decline in overall performance. • Similarly, the percentage of students scoring Level 3 or above also decreased or remained relatively stable across most subjects and grades from 2019 to 2023. This suggests a decrease in proportion of students reaching higher levels of proficiency. • The decline in performance is particularly notable in 3rd grade ELA and Math score, where the percentage of students scoring Level 2 or above decreased by a significant margin. It is to be noted that learning loss has had a significant impact on the 2023 GMAs scores for Worth County Elementary School. The FY23 third grade students' education was impacted during their Kindergarten and first grade years - two foundational years of instruction. • There are some exceptions to the declining trend, such as 4th grade Math in 2023 and 5th grade ELA and Math in 2022. These subjects and grades experienced a slight improvement or maintained similar percentages. 							
	3rd Grade	% of Students Scoring Level 2 or Above			% of Students Scoring Level 3 or Above			
	6th Grade	2019	2022	2023	2019	2022	2023	
	ELA	71%	65.90%	60%	38%	34.60%	34.10%	
	Math	75%	58.90%	52%	24%	19.60%	20.40%	
	7th Grade							
	ELA	76%	62.50%	62%	27%	21%	29.90	
	Math	77%	68.50%	68.80%	31.00%	21.40%	23.60%	
	8th Grade							
	ELA	82%	70.70%	63.30%	40%	31.80%	27.00%	
	Math	79%	68.50%	68%	30%	21.40%	30.40%	
	Science	54%	56.50%	45.80%	21%	28%	21.20%	
	Social Studies	66%	64%	53%	19%	23%	21%	
	Algebra I (MS)		97.10%	89.28%		85.30%	66.07%	
	<p>The following trends can be observed from this data:</p> <ul style="list-style-type: none"> • Across most grade levels and subjects, there is a general decline in the percentage of students scoring Level 2 or above and Level 3 or above from 2019 to 2023. This indicates a decrease in overall performance. • The decline in performance is evident across all subjects. 							

Strengths and Challenges Based on Trends and Patterns

	<ul style="list-style-type: none"> Notably, Algebra I showed consistently high percentages of students scoring Level 2 or above and Level 3 or above, indicating strong performance, despite the drop in performance from 2022. 						
	3rd Grade	% of Students Scoring Level 2 or Above			% of Students Scoring Level 3 or Above		
		2019	2022	2023	2019	2022	2023
	American Literature	68.40%	73.50%	79.5%	40%	32.10%	35.47
	Algebra I	58.67%	65%	83.21%	14.97%	20.30%	40.59%
	Biology	63.30%	61.30%	71.14%	34.60%	37.80%	45.23%
	US History	70.40%	69.30%	77.80%	37.90%	37.40%	44.15%
<p>The following trends can be observed from this data:</p> <ul style="list-style-type: none"> In general, there is an improvement in the percentage of students scoring Level 2 or above and Level 3 or above from 2019 to 2023 across most subjects. American Literature shows an increasing trend, with higher percentages of students scoring at or above Level 2 in 2022 and 2023 compared to 2019. However, the percentage of students scoring at Level 3 or above remains relatively stable. Algebra I exhibits a significant improvement from 2019 to 2023, with higher percentages of students scoring at or above Level 2 and Level 3 or above in the later years. Biology shows slight fluctuations, but overall, there is an increase in the percentages of students scoring at or above Level 2 and Level 3 or above from 2019 to 2023. US History demonstrates a similar pattern, with higher percentages of students scoring at or above Level 2 and Level 3 or above in 2023 compared to 2019. <p>Graduation Rate 2022 4-year Graduation Rate: 83.65%</p> <p>2021 4-year Graduation Rate: 86.41% 2020 4-year Graduation Rate: 81.74% 2019 4-year Graduation Rate: 81.48%</p> <p>While we did see decreases in proficiency in multiple areas, performance indicators either held steady or increased in several others. Implementation of a reduced class size model has allowed classes to keep a lower teacher student ratio for instruction. This has been a contributing factor to increase in student achievement. A focus on rigor in classes will have a positive impact on increasing the number of proficient and distinguished learners.</p> <p>There is still a great need to increase the number of students performing at the proficient and distinguished levels across all content areas. Math and ELA will continue to be a focus, but science will also be focus for improvement for FY23.</p>							

IDEA - Special Education

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

Strengths	<ul style="list-style-type: none"> ● WCSD offers mentoring and modeling for our new teachers and our teachers who request help. ● Special Education Teachers trained in behavior management help other teachers by modeling and implementing supports needed for our students with the most significant social and emotional needs. ● The WCSD special education department in each school is supported by a Lead Teacher who delivers feedback to the special education teachers in regards to updates and monitoring, monitors the IEP process in regards to fidelity, and works with other school personnel in meeting the needs of our SWD's. ● Areas of concern or weaknesses from the monitoring process are documented and then used to develop the monthly topics for our professional learning opportunities. These are led by our Special Education Leads and District Level Leadership (Special Education Director, Curriculum Director, etc.). ● All Special Education teachers are trained in implementing the self-determination model for our SWD's. ● Within the schools, we offer a continuation of services in which most of our students spend the majority of their instructional time with their peers in a regular education setting. ● Collectively the Special Education teachers in all schools work collaboratively to achieve a positive growth rate on our post secondary outcomes.
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Challenges	<ul style="list-style-type: none"> ● WCSD's implementation of specialized instructional strategies for SWD continues to be a challenge. ● The WCSD has difficulty in retaining professionally qualified special education teachers which has impacted the quality of instruction using specially designed instruction. ● Teachers do not have a depth of understanding of psychological processing deficits and how these impact the learning of our SWD's. ● Pairing an intervention with a form of progress monitoring for IEP goals and objectives is lacking fidelity ● Replacing teacher leaders previously trained in areas of need ● Behavior intervention support has been an area of weakness
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Data teams/PLCs collect and analyze data to make instructional decisions based upon the academic needs of individual students.</p> <ul style="list-style-type: none"> ● Each school has an intervention block/ELT period embedded into the master schedule. ● Teachers are compassionate and serve as mentors for most ED students. ● The local churches provide support to students through the "Hungry at Home" initiative. ● CEP District (Community Eligibility Provision) allows for all students eat breakfast and lunch at no cost.
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Challenges	<ul style="list-style-type: none"> ● Inconsistency in the implementation of the MTSS process across schools ● Establish and implement data team/PLC norms and district expectations ● Ensuring that interventions are being implemented with fidelity ● Ongoing evaluation of the effectiveness of current interventions ● Lack of opportunities for after-school programs due to limited transportation and personnel ● Implementation of more extracurricular activities related to academics ● Lack of parental involvement
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Title I, Part A - Foster Care

Strengths	<ul style="list-style-type: none"> ● The district has a cooperative relationship with DFCS. ● The SSW and school counselors work closely with agencies to provide for students needs and access to services. ● The district created and implemented a Foster Care Transportation Plan in collaboration with DFCS and the SSW. ● Our foster care students have the same access to programs and services as any other student in the district. ● A limited number of students are placed in Foster Care
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Challenges	<ul style="list-style-type: none"> ● Increasing the awareness of services available to students in foster care ● Lack of district guidelines on monitoring of foster students
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> ● Each of our schools has a Family Engagement Coordinator. ● Federal Programs Director holds monthly technical assistance meetings with Family Engagement Coordinators to provide support and ensure state and federal guidelines are implemented. ● An annual timeline is available for Family Engagement Coordinators to assist with keeping up with deadlines and events. ● Written procedures for Family Engagement requirements are available for schools. ● Utilized The Parent Institutes monthly parent newsletter for ongoing parent capacity building; received positive feedback from parents during input meetings.
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Challenges	<ul style="list-style-type: none"> ● Parents and families do not always participate in academic activities. ● We have a low participation rate for academic activities and high participation rate for non-academic activities. ● There has been a misunderstanding of the meaning of building parent and staff capacity events/training. We are headed in the right direction after all schools held at least one event to build parent capacity with a focus on improving student achievement. All schools also made great improvement on building staff capacity on a continuous basis along with holding a training for all staff on how to communicate with parents/families. ● The district continues to work to help schools understand that family engagement requirements are part of the school improvement process, not a stand alone process. ● Our biggest challenge is improving family and community participation, especially at the high school level.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

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

Strengths	<ul style="list-style-type: none"> ● Procedures for identification of possible migrant students through use of Occupational Surveys; district will send home multiple copies at the beginning of year as needed to ensure all forms are returned; registrars and admin receive training on the importance of receiving a form from each family annually ● Admins' and teachers' willingness to provide support and services to MEP students ● No PFS students at primary and elementary schools ● Observation and evaluation of implementation plans ● Providing academic services to school aged students ● Having a tutor available for pre-schoolers, dropouts, and out-of-school-youth
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Challenges	<ul style="list-style-type: none"> ● Getting OSY/DO and high school migrant students to accept offered services ● Lack of parental involvement in PAC meetings ● There has been a lack of communication and training to administrators and staff about migrant students. ● Not being able to afford full time migrant staff ● Middle school and high school migrant male students' low academic achievement; motivaton is a huge factor
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	Worth County does not have a neglected and delinquent facility.
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Challenges	Worth County does not have a neglected and delinquent facility.
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Title II, Part A - Supporting Effective Instruction

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

Strengths	For FY24, 100% of Title II-A funds will be transferred to Title I-A.
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Challenges	For FY24, 100% of Title II-A funds will be transferred to Title I-A.
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Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<ul style="list-style-type: none"> ● WCSD has hired a full time ESOL teacher for FY24 ● Imagine Learning is used as a supplemental language acquisition program in grades K-5 ● During the 2022-2023 school year, teachers received training on the integration of WIDA language standards
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Challenges	<ul style="list-style-type: none"> ● Providing ESOL services to high school EL students to earn FTE ● Providing consistent professional learning for ESOL endorsed teachers and content teachers. ● Need to establish district expectations for ESOL services
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> ● We employ a full-time social worker that is our homeless liaison for identified homeless children and youth. ● An assistant homeless liaison has been appointed.
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Challenges	<ul style="list-style-type: none"> ● Lack of consistent training for all employees on homeless children and youth ● Early identification of all McKinney-Vento eligible students ● Consistent monitoring of homeless students' progress and case management
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Title IV, Part A - Student Support and Academic Enrichment

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

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

Strengths	<ul style="list-style-type: none"> ● Low number of non-certified teachers in grades Pre-K - 5 ● Identified ineffective teachers are put on a Professional Learning Plan to identify problem ● Each school has a School Improvement Specialist to provide support to ineffective teachers.
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Title I, Part A - Equitable Access to Effective Educators

Challenges	<ul style="list-style-type: none"> ● Identification of ineffective teachers ● Teacher shortage is causing an increase in non-certified teachers across the district ● Developing and implementing a procedure to ensure students are not taught by ineffective teachers disproportionately across the district
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Title V, Part B - Rural Education

Strengths	<ul style="list-style-type: none"> ● Funds are used to enhance and extend educational activities of other federal programs by coordinating funds based on needs of our system. ●
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Challenges	<ul style="list-style-type: none"> ● Finding ways to spend the funds since they are supplemental to other federal programs
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Develop a learning culture that increases student achievement to graduate college and career ready students.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Provide targeted curriculum and instruction support through PLCs
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Teacher retention is an area of challenge for the district. Research shows that teacher retention can be improved through supported teacher induction and development. With the increase in non-certified and out-of-field teachers, WCSD will bring cohesiveness to PLC expectations across the district.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Overarching Need - Develop a learning culture that increases student achievement to graduate college and career ready students.

Root Cause # 1

Root Causes to be Addressed	Need for increased rigor in instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Continued need for common expectations for implementing curriculum, instruction, and assessment practices
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Provide targeted curriculum and instruction support through PLCs

Root Cause # 1

Root Causes to be Addressed	Lack of consistency of practice
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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District Improvement Plan 2023 - 2024



Worth County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Develop a learning culture that increases student achievement to graduate college and career ready students.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Continued need for common expectations for implementing curriculum, instruction, and assessment practices
Root Cause # 2	Need for increased rigor in instruction
Goal	By the end of the 2023-2024 school year, Worth County Schools will increase the percentage of students scoring proficient or above by 3% in all content areas on the Georgia Milestones Assessment.

Equity Gap

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

Action Step # 1

Action Step	Assign a school improvement specialist to each school to facilitate content area professional learning communities.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Instructional Coaching Plan/SIS Plan Observation Data Training Presentations Agendas for PL Sign-in sheets with identified roles PLC Calendar
Method for Monitoring Effectiveness	Review of observation data PLC Implementation Rubric
Position/Role Responsible	Principals Director of Curriculum and Instruction Federal Programs
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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)?	
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Action Step # 2

Action Step	Utilize class size reduction waivers to provide smaller class sizes for instruction.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monthly payroll reports
Method for Monitoring Effectiveness	Data from EOG/EOC/BEACON assessments and other district assessments.
Position/Role Responsible	Federal Programs Director Finance Director
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly
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Action Step # 2

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Use intervention teachers and paraprofessionals to meet the needs of students not demonstrating proficiency as measured by formative and summative assessments.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Monthly Payroll Reports Class schedules Walkthroughs
Method for Monitoring Effectiveness	Assessment Data MTSS Data
Position/Role Responsible	Principals Curriculum Director Federal Programs Director Finance Director
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Monitor school improvement tasks through 45-day action plans to build leadership capacity, achieve learning goals, and improve instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	45-day Action plan Agendas and sign-in sheets with identified roles from School Improvement and Leadership meetings
Method for Monitoring Effectiveness	Input data here

Action Step # 4

Position/Role Responsible	Federal Programs Director Curriculum Director SPED Director Superintendent
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step	Educators will participate in the National Association of Education on Homeless Children and Youth Conference and WIDA ESOL training to identify homeless students and deliver instruction in a variety methods and to provide support to teachers and/or students.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Redelivery documents for conference attendance Agendas Sign-in sheets with identified roles
Method for Monitoring Effectiveness	Plans for ESOL lessons
Position/Role Responsible	Curriculum Director Federal Programs Director
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)?	
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Action Step # 6

Action Step	Organize and establish expectations for vertical alignment teams.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas Sign-in sheets with identified roles
Method for Monitoring Effectiveness	Vertical alignment protocol Lists of vertical teams
Position/Role Responsible	Principals Curriculum Director School Improvement Specialists
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)?	
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Action Step # 7

Action Step	Provide opportunities for vertical alignment meetings on teacher workdays.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Vertical alignment meeting schedule Presentations Agendas Sign-in sheets with identified roles
Method for Monitoring Effectiveness	Content maps and pacing guides revisions
Position/Role Responsible	Curriculum Director Principals
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)?	
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Action Step # 8

Action Step	Provide professional learning for all content area teachers on effective instructional strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation	Agendas Sign-in sheets with identified roles RESA SIS Agenda/Presentation Materials
Method for Monitoring Effectiveness	Teacher Observations Common Assessment Scores BEACON Data Teacher Surveys
Position/Role Responsible	Curriculum Director Federal Programs Director Principals and APs School Improvement Specialists
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

Action Step # 8

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	Provide targeted curriculum and instruction support through PLCs
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Lack of consistency of practice
Goal	By the end of the 2023-2024 school year, 100% of Worth County schools will have effective PLCs to include overall consistency of practice as measured by at least 90% proficiency on district created rubric.

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-5 Support the retention of effective teachers and effective school leaders

Action Step # 1

Action Step	Develop, implement, and monitor PLC protocols and procedures.
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	Agendas Sign-in sheets with identified roles PLC meeting observations Written procedures/protocols
Method for Monitoring Effectiveness	District created PLC rubric
Position/Role Responsible	Curriculum Director Principal SIS Teachers
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)?	
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Action Step # 2

Action Step	Development, implementation, and monitoring of district level and school level PLC calendars.
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	Agendas Sign-in sheets Minutes from meetings Presentations
Method for Monitoring Effectiveness	Assessment Data Teacher Surveys Walkthroughs
Position/Role Responsible	Curriculum Director Principal SIS Teachers
Evidence Based Indicator	Strong

Action Step # 2

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

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<ul style="list-style-type: none"> ● The Academic Cabinet (Superintendent, Curriculum Director, Federal Programs Director, SPED Director, and Student Supports Services Coordinator) met to discuss the CNA process for the district and schools. A timeline for completion of steps was developed and provided to schools. In conjunction with Family Engagement Coordinators from each school, invitations were shared to all stakeholders through multiple formats. The input meeting included all four schools as well as district representatives. There were whole group and small group discussions to allow input in the CNA process, district and school Family Engagement Plans, School/Parent/Student Compacts, SIP's, DIP, and the 1% funding for family engagement. In addition to this in-person meeting, various surveys were sent out to all stakeholders for additional opportunities to provide input. Each school provided opportunities for all employees to provide input in small groups and various meetings. ● The Academic Cabinet continued to meet to review CNA data and determine equity gaps and overarching needs. The decision was made to utilize the district's current strategic plan as the identified goals within the plan are in alignment with identified needs during the CNA process. ● WCSD is transferring 100% of FY24 Title II, Part A funds and 100% of FY24 Title IV, Part A into Title I, Part A to meet needs and coordinate services to reflect accurate information that may be used during consultations with stakeholders. ● The Academic Cabinet meets to provide status checks on district initiatives/goals, updates from all departments, and other pertinent information concerning the functioning of the district. An informal roundtable discussion format is utilized which allows for input, reminders, and discussion of all federal programs including, but not limited to, budget updates, funding issues/plans, CLIP revisions, and SIP updates. The district leadership team (academic cabinet members and principals from all schools) meets monthly. These meetings are utilized to provide technical assistance to principals and/or a preview of upcoming technical assistance meetings with appropriate members of their faculty. Discussions about the CLIP and SIP's are discussed in detail during these meetings. School improvement meetings are held on a monthly basis. The Academic Cabinet members and School Improvement Specialists meet to discuss school improvement initiatives. The Federal Programs Director, Curriculum Director, and SPED Director review SIP's and 45-day action plans and meet with each school leadership team to provide feedback. Monthly technical assistance meetings are held with Family Engagement Coordinators from each school to ensure compliance with all
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Coordination of Activities

	<p>parent and family engagement requirements.</p> <ul style="list-style-type: none"> ● The district utilizes general, Title I-A, Title V-B, L4GA funds, Southwest Georgia RESA, Middle GA RESA, and Griffin RESA to help coordinate and provide professional learning opportunities for teachers and leaders. Activities include TAPP, LAPP, certificate endorsements, and differentiated learning. ● The Margaret Jones Public Library and Worth Count Primary School are teaming up to provide literacy programs and services to students and families through the use of L4GA funds. ● Local, Title I-A, and CARES funds are used to help promote a decrease in the district's equity gaps and student achievement. ● Title I-A and Title V-B funds are used to reduce class size to provide more support for students served across all federal programs.
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<ul style="list-style-type: none"> ● Administrators closely monitor teacher effectiveness throughout the school year through observations and data analysis. Struggling teachers and new teachers are provided support and professional learning to help overcome areas of challenge and become more effective. The district does not hire educators who do not meet LEA PQ requirements. ● Low-income and minority students are not served by ineffective teachers for two consecutive years. Low-income and minority students are not served by out-of-field or inexperienced teachers for more than two consecutive years.
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<ul style="list-style-type: none"> ● WCSD uses assessment data and perception data to make decisions about professional learning needs. The Curriculum Director and School Improvement Specialists ensure that professional learning meets the needs of the district, is sustained, ongoing, and job-embedded. ● Currently in implementation is the use of a job-embedded model of professional learning through Professional Learning Communities. ● School administrators participate in annual TKES/LKES professional learning. ● School administrators participate in summer and winter GAEL conferences and the Legal Issues Conference to receive relevant professional learning.
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Professional Growth Systems

	<p>School administrators also participate in school based professional learning sessions.</p> <ul style="list-style-type: none"> ● School and district leaders participate in professional learning communities monthly during administrative meetings. ● Special education teachers who are new to the profession or moving from general education to SPED participate in the Middle GA RESA's teacher induction series. Additionally, teachers are encouraged and allowed to participate in a variety of teacher endorsement programs such as EL and Reading endorsement, MTSS/SST Coordinator endorsement, TAPP, and LAPP. Title funds are used to cover the cost of classes. ● WCSD is transferring 100% of FY24 Title II, Part A funds into Title I, part A to meet needs and coordinate services to reflect accurate information that may be used during consultations with stakeholders.
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

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

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>A Clearance Certificate and a Bachelor's Degree with at least a 2.5 GPA are the minimum professional qualifications for for any teaching position. Student teachers with a Clearance Certificate, a valid Pre-Service Certificate, passing score on GACE content assessment in appropriate field, and with a recommendation from his/her college/university also meet minimum professional qualifications.</p>
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State and Federally Identified Schools

State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>Worth County Achievement Center (WCAC) has been identified as a CSI school since FY19 due to a low grad rate. The district will follow the actions identified in the memorandum of agreement with GADOE and the district plan of support. In FY24, 100% of Title II, Part A funds will be transferred into Title I, Part A. WCAC received \$125,000 from the Title I School Improvement Grant for FY23. These funds were sufficient to meet the needs of the school. Therefore, no Title II-A funds were budgeted for WCAC.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<ul style="list-style-type: none"> ● WCSD uses the following strategies to incorporate career lesson plans in grades 1-8: Community and Career day, Career Share Day, Transportation Day, Job Shadowing and Career Fairs. As teachers are implementing the GSE, careers are integrated in the day-to-day lessons. ● Worth County High School gained College and Career Academy status in 2017. District and School leaders regularly communicate with community stakeholders and business leaders to gain feedback on ways to better align existing CTAE courses, certification opportunities, and lab equipment with the industry needs of the community and surrounding region. ● Students at Worth County High School College and Career Academy have access to the Work Based Learning and Youth Apprenticeship Programs where they can become Georgia BEST certified and get valuable off-campus work experiences.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<ul style="list-style-type: none"> ● WCSD has implemented the Positive Behavior Intervention and Supports (PBIS) framework to reduce discipline incidents that remove students from the classroom by teaching of school appropriate expectations. We use SWIS software to enter discipline referrals. This data is summarized to provide information about individual students, groups of students, or the entire student body over any time period. Using these reports, school-based teams can look for discipline disproportionality by subgroup, detailed information about individual students' referral patterns, and year-end reports to guide action planning for the upcoming school year. ● Frequent school and district level review of school-wide discipline and MTSS data
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

	<ul style="list-style-type: none"> ● Behavioral data is reviewed regularly to intervene appropriately and, in a timely fashion, with research-based interventions. ● In 2023-2024, all faculty and staff (including bus drivers) will participate in professional learning on de-escalation techniques. (Crisis Prevention Interventions/Mindset)
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4. REQUIRED QUESTIONS

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

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>WCHS is proud to offer several dual enrollment classes on campus through Southern Regional Technical College. Students have access to dual enrollment courses off campus as well through SRTC, ABAC, and Albany State University. Dual enrollment students have an assigned counselor who assists them with scheduling, credit questions, guidance for FAFSA completion, and scholarship opportunities after graduation. WCHS also offers robust WBL and YAP opportunities.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>WCSD receives childrens' records from private and public early childhood programs and agencies. WCSD communicates with these agencies to transition children into our school district. WCSD conducts meetings with parents, teachers, Head Start, and early childhood teachers from public and private daycare centers to discuss the needs of individual children.</p>
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Title I, Part A - Targeted Assisted Schools Description

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

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<ul style="list-style-type: none"> ● Worth Primary, Elementary, Middle, and High Schools are Title I schoolwide schools. Each school implements a schoolwide instructional program. Specific strategies vary by each grade level and all subject areas based on student and school need(s). Student progress is measured and monitored using a variety of formative assessments and quarterly universal screening. Benchmark assessments are administered at least twice per year. Content area common assessments are given at the end of each unit of instruction. ● All schools' leadership teams and content area teams use data driven action plans to systematically adjust instructional programs as needed to meet the needs of all learners. ● Common collaborative planning time is provided within most areas to enable general education and SPED teachers to create a least restrictive environment and instructional plan for SWD and other struggling learners. ● The instructional program at each school consists of direct instruction, computer-based instructional programs and an intervention/ELT component to enhance reading and math skills. In some areas, intervention teachers are utilized with Title I funds to provide more in-depth, rigorous performance tasks in smaller, flexible groups. Teachers are able to scaffold and remediate instruction for students. Student support services are provided through counselors and the school-system social worker. ● WCSD incorporates technology use to supplement and enhance instruction in all grades. School Improvement Specialists (SIS) demonstrate and support best practices for teachers through the use of professional learning communities. ● Supplemental web-based software programs are used in all grade levels for intervention and extended learning opportunities at school and home. ● There are no institutions for neglected or delinquent children in the Worth County School District. If one opens, Worth County School District will consult with the institution regarding Title I opportunities. ●
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate); description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<ul style="list-style-type: none"> ● WCSD incorporates the Occupational Survey that is provided by the GaDOE into the registration process to identify migrant students. The Occupational Survey is also sent home at the beginning of each school year with all returning students as part of the beginning of the year packet. The Federal Programs Director will review the forms to identify potential migrant families. The regional recruiter will be contacted to follow-up on surveys that indicate potential eligibility. Each school will send home multiple copies of Occupational Surveys until they have been received from all students. ● WCSD has a procedure in place to provide a timely transfer of school records, including health, for all students, particularly for migratory students. The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. Records are faxed to the receiving school. A hard copy is then sent through U. S. mail within ten calendar days. The system also has a process in place for translation and evaluation of transcripts of students. Pertinent school records are transferred within 2 weeks of a student moving from one school to another by the registrar. ● MSIX will be utilized by the Federal Programs Director to make time-sensitive placement decisions more effectively. Students' previous enrollment records, course history, and assessments will be available to determine the appropriate placement in our district. School staff will be informed about the availability of a student's immunization record, as well as the existence of any medical alerts, prior to school starting when possible. Notifications will be created in MSIX by the Federal Programs Director as participants are identified and when participants withdraw from the district. MSIX will also be utilized for checking potential eligibility for newly enrolling students.
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Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<ul style="list-style-type: none"> ● School counselors will make contact with each migrant family to determine case by case needs. Migrant students are evaluated academically like other students in the school district to determine academic needs. In addition, all students are included in the MTSS process to ensure any additional needs or services are provided. In addition to local resources, WCSD coordinates with the MEP Consortium staff at ABAC to provide services to eligible migrant participants. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. ● The WCSD Family Engagement Program includes migrant parents. Parent outreach is provided to Limited English Proficient families in the parents' preferred communication language. Parents are presented information on ESOL, special education, gifted and other applicable educational programs. Information on health, nutrition, and social activities is available for families. Local agencies such as the Health Department, DFCS, and the County Extension office are contacted as needed to provide support to migrant families. Referrals are made to the district's School Social Worker as needed. ● WCSD will collaborate with the GaDOE MEP Consortium and the MEP Specialist at ABAC to ensure that eligible migrant students, including preschool and out-of-school youth or drop-outs residing in the district, are identified and receiving appropriate support services. WCSD will assist with providing requested information and copies of progress reports, report cards, and standardized test scores as appropriate to the ABAC Consortium. WCSD will utilize the ABAC Consortium as a resource for assistance with supplemental activities such as the creation and delivery of MEP implementation plans and providing academic and support services to MEP participants. WCSD will facilitate the coordination of services as needed.
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<ul style="list-style-type: none"> ● Worth County School District will improve academic achievement to increase SWD Annual Graduation Rate in 2023-2024. The current SWD 4-year cohort graduation trend of WCHS is 2018- 52.63%- 2019-54.17%, 2020-76.92%, 2021-85.71%, 2022-80.63% ● Worth County School District will improve transition plans to increase post school outcome. Post School Outcomes Data FY 22: Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and were: Enrolled in higher education within one year of leaving high school 21.43% Enrolled in higher education or competitively employed within one year of leaving high school-71.43%. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school- 85.71% ● WCSD participates in the High School High Tech (HSHT) program for current 9th - 12th-grade students with disabilities at Worth County High School. ● The Special Education Lead teacher meets with High School High Tech (HSHT), Vocational Rehabilitation (VR), and Easter Seals at the beginning of the year to establish a plan for the school year which entails completing all required paperwork for student participation. ● The team continues to submit paperwork as it is returned to add more students to the outside agency caseloads and make plans. ● In regards to HSHT, students participate in activities such as career exploration, on-site visits, post-secondary visits to local colleges and technical schools, and completing industry tours. ● Easter Seals and HSHT provide our students with support training that pertains to soft skills, self-advocacy, obtaining a driver's license, budgeting, and independent living skills. ● WCSD, VR, and Easter Seals work together to provide job placement for our students with disabilities. ● Our special education teachers often find jobs for our students within our community to work at as their Work-Based Learning employment. These positions often lead to full-time employment after graduation. This procedure has helped us in increasing our post-secondary outcomes for our SWDs in the WCSD. ● WCSD has implemented the full spectrum of the self-determination model. All Special Education teachers have been trained and are expected to continue this process for all students to be able to participate in self-determination IEP meetings.
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IDEA Performance Goals:

	<ul style="list-style-type: none"> ● WCSD will continue to implement Check & Connect as an intervention in increasing our graduation rate. The mentors meet with their mentees and parents at the beginning of the year. Throughout the year the graduation coach and mentors will meet to discuss any needs or concerns with meeting the intervention's demands. Check & Connect students are selected based on the ABS's (attendance, behavior and course grades (credits). We also consider their home situation and teacher recommendations. ● Transition plans are developed by the IEP committee (student, parent, teachers, outside resources such as Vocational Rehab and Easter Seals, and other school personnel) at the age of 14 (upon entering 9th grade) and continue until the student graduates or before the 22nd birthday. Yearly the school counselors work with students in 8th grade to develop their individual graduation plans. Based on the survey outcomes the students set goals for graduating. Every year until 12th grade the IGP along with the Transition plan of the IEP is updated and monitored by the student, special education teacher, and adviser/school counselor. ● All 12th grade Special Education students complete a full VR application packet to transition to VR caseload after graduation or a Medicaid waiver prior to exiting high school. ● When transition plans are completed the lead teacher will check each given area of the transition plan to make sure they are compliant and the teachers turn in evidence of meeting with their students to discuss IGP and transition plan. ● At the high school, SWDs will be set up with a special education teacher as their point of contact to discuss course completion, grades, and scheduling. The special education teachers will work with their caseload quarterly. Case managers work with their SWD to encourage them to work towards completing a career pathway and not just complete a CTAE course. ● Special Education Director will conduct Professional Development at the beginning of the year to discuss post-secondary outcomes and to provide professional learning for all teachers in regards to best practices for transition and post-secondary outcomes. ● Special Education Director will monitor the process through monthly lead meetings and documentation. ● Transition Plans will be checked randomly by Special Education Director. Staff that are having difficulty will be identified at that time. ● Professional development will be provided for those needing TA in transition writing and outcomes.
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures, Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population, Collaboration with outside agencies, including any trainings conducted by the LEA, Parent trainings</p>	<ul style="list-style-type: none"> ● Worth County School District to improve and maintain preschool outcomes (For FY 22 Worth County met all targets for preschool outcome. Social Emotional: Statement 1- 100%, Statement 2- 75%, Acquisition of Skills: Statement 1- 100%, Statement 2- 66.67%, Use of Appropriate Behaviors: Statement 1-100%, Statement 2- 83.33%) ● Collaborate with local Head Start and Daycares to strengthen the MTSS process for students. The WCSD will collaborate with Head Start and other child care facilities that provide care for 3 to 5-year-olds by offering professional learning on strategies and interventions. ● Will continue to implement ongoing Child Find activities in the community (flyers at local pediatrician's offices and the public library, ads in local news outlets, social media, and the district website) in an effort to identify, locate, and evaluate Worth County preschool children ages 3-5 that are suspected of having a disability. ● We will continue to ensure timely and appropriate transitioning of children within the BCW program. Transition meetings will occur prior to the child's third birthday. Once evaluations are completed, an eligibility meeting will be held and an IEP will be implemented prior to the child's third birthday. ● We will continue to offer services for 3-year-old/4-year-old SWDs at Worth County Primary School. In this setting, we have a certified Special Education Provider along with support staff personnel who offer specialized instruction within the school setting. Our students come on individualized schedules based on their needs determined by the IEP team. We encourage full inclusion of students age 4 by September 1st in Worth County's GA Pre-K Program. We have 2 classrooms with co-teaching and para support to allow for as much time in general education as possible for our students. For FY 22 Worth County LRE DATA: Preschool LRE (REGULAR EARLY CHILDHOOD PROGRAM) 31.58%, PRESCHOOL LRE(SEPARATE PLACEMENTS) 21.05, PRESCHOOL LRE(HOME) -0% ● The Special Education Director and Pre-School Coordinator meet monthly to discuss areas of concern and plan for professional development for our outside agencies that serve children aged 3-5 in Worth County. We provide assistance in the area of classroom behavior support for those teachers and leaders within those agencies. ● We offer support to our Worth County parents and encourage parents and outside agencies to make a referral if a disability is suspected. Our parents are always invited to any training our department offers. Some of the training is school-based and some come from our department. We advertise in the community through many sources. We use social media, the District website, and advertisements through the local paper.
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>Worth County School District will:</p> <ul style="list-style-type: none"> ● Collaborate with BCW to ensure students transition into public school by their 3rd birthday ● Conduct training to the district special education personnel at the beginning of the school year on WCSD policy and procedures (including IEP/Eligibility procedures) for serving our students with disabilities including FAPE. This training is provided to all Special Education Teachers by the Special Education Director and Compliance Coordinator during preplanning. ● Provide training to the administration pertaining to discipline, policies and procedures, MTSS, and 504. ● Provide training at the beginning of school to Administrators and LEA designees concerning Special Education Procedures and updated, including FAPE. ● Provide each teacher with a copy of the policy and procedural manual. ● Provide a Lead teacher at each school who provides feedback to the special education teachers in regards to updates, and monitoring, including FAPE. They monitor the IEP process in regards to fidelity and work with other school personnel in meeting the needs of our SWDs. ● Provide a Compliance Coordinator who monitors our GO IEP reports and dashboard to assure timeline deadlines, provides training to our teachers who are struggling to meet WCSD deadlines, provides feedback after reviewing IEPs to ensure best practices, and offers strategies to meet the needs of the student. ● We meet throughout the year as a department to provide more training on specific policies/procedures, FTE, GO-IEP updates, GADOE updates, and any information the Special Education Director receives from GLRS. ● We conduct Mindset training with a focus on de-escalation for our teachers, paraprofessionals, bus monitors, and administration yearly. ● Offers a full continuum of services (Support in regular education settings with age appropriate non-disabled peers, Additional supportive services, Supportive Instruction examples: paraprofessional and job coach, Direct special education services: Consultative services, Collaborative services, Co-teaching services, Other placement options including: Special education small group classes, Special schools, Private schools, Home-based instruction, Hospital/homebound or Residential services) in which most of our students spend the majority of their instructional time with their peers in the general setting. We make sure before changing a student's LRE to a more restrictive environment that we have the data that supports the need before making a change. ● Work collaboratively to achieve a positive growth rate in our post-secondary outcome. ● Conduct professional development on GSE and LRE for school personnel
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IDEA Performance Goals:

	<p>who serve students with disabilities to ensure access to general education.</p> <ul style="list-style-type: none"> ● The Special Education Director monitors several pieces of data throughout the year. We use reports from our GO-IEP dashboard, FTE reports, Student Record reports, and our local data such as grades and assessments. ● Lead teachers have Special Education teachers at their school to monitor discipline data monthly. The teachers also monitor student grades and attendance. With that information, they make decisions as a team on how to best intervene for any student. ● Special Education teachers provide teachers who work with our SWDs a copy of their accommodations and modifications and inform them of how to access that information in GO-IEP. Teachers sign off that they have received the information at the beginning of the year and/or if changes have occurred. All teachers and bus drivers are given a copy of a student's behavior intervention plan for those students who have that documented in their IEP. ● Bus drivers and monitors are trained at the beginning of the year on such topics as Mindset de-escalation, behavior strategies, and Tier 1 PBIS expectations for bussing.
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>Worth County School District will:</p> <ul style="list-style-type: none"> ● Revise procedures and policies in our Special Education manual annually based on state, federal, and local policies. ● Conduct monthly Lead teacher meetings with the Special Education Director to discuss any changes and to monitor the procedures for meeting compliance. This training may come from updates from GADOE or our local GLRS. After the Director meets with the lead teachers they will redeliver the information to their teachers. The Special Education Director will update the administration in leadership meetings and throughout the year at each school's department meeting. ● Continue to provide new teacher training to support our new teachers on policies and procedures, as well as writing compliant IEPs, and self-determination. ● Our Compliance Coordinator will continue to monitor our data and timelines for the district as well as offer assistance and training to our teachers who have issues with meeting deadlines and expectations. Such supports include an email as a reminder or a visit to the Special Education Directors' office for guidance and communication of expectations. We will continue to provide training if areas of improvement are warranted. Training will pertain to topics that fall under compliance and best practices. ● Transition plans will be looked over by our high school lead to make sure
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IDEA Performance Goals:

	we meet compliance. This will be done annually or as the need arises.
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

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

Title IV, Part A – Ongoing Consultation and Progress Monitoring

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

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap #1 Student Achievement Equity Intervention 1: Targeted Teacher Development Intervention Effective – Adjust Activities/Strategies</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>After analyzing GMAS data from 2022 and 2023, most grade level and subgroup data show a slight increase in the percentage of students scoring as proficient and distinguished learners. However, there are a few grade levels and subgroups who show a minimal decrease in the percentage of students scoring at those same levels. Data was tracked for the same group of students in 2022 and 2023 to analyze student class growth. For the most part, groups of students either maintained the same percentage of proficient and distinguished learners or had an increase. The data show that gains have been made in many areas, but there is still a need for improvement.</p> <p>Within each school, SIS led regularly held, job-embedded professional development sessions. During PL, teachers were able to focus on content knowledge and instructional strategies in order to provide high-quality instruction which addressed any gaps in knowledge that may have contributed to disparities in student achievement. Schools also had active MTSS procedures and planned interventions. Moving forward, the district will focus on ensuring the PLC process at each school is consistent with best practices, particularly within the area of data analysis.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not</p>	<p>Equity Gap #2 Student Achievement Equity Intervention: Provide Equitable Access to Student Support Programs and Interventions Intervention Effective – Maintain Activities/Strategies</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

Effective – Abandon Activities/Strategies	
<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Student achievement was examined as a data variable for the equity gap in an effort to provide equitable access to student support programs and interventions. An analysis of the data showed areas for growth in math achievement. Therefore, math became the focus area. WCMS established and implemented MTSS procedures and protocols. As part of the equity intervention, we provided targeted teacher development in math. A certified math teacher with experience in teaching foundational mathematics was employed as the math interventionist to provide additional support to Tier 2 and Tier 3 students on a daily basis for 50 minutes. The math intervention teacher plays a pivotal role in closing the gap by employing Moby Max, a comprehensive adaptive learning platform, alongside evidence-based strategies. With Moby Max, the teacher tailors instruction to each student's specific needs, enabling personalized learning experiences. The platform's data-driven insights help identify areas of weakness, allowing the teacher to address individual learning gaps effectively. Additionally, the math intervention teacher employs evidenced-based strategies such as differentiated instruction, small-group tutoring, and frequent formative assessments to monitor progress. By providing targeted support and fostering a growth mindset, the teacher instills confidence in struggling students, encouraging them to overcome challenges and reach their full potential in mathematics. Through this combination of innovative technology and proven pedagogical approaches, the math intervention teacher effectively narrows the achievement gap, empowering students with the skills and knowledge needed to succeed in their academic journey. MTSS data (BEACON, Spring 2023 EOG) show gains in math achievement.</p>

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

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

Title I, Part A	St. Teresa's Catholic School is the only private school receiving these services for FY24. We are participating in the Equitable Services Pooling Cohort 3. Dougherty County School System is the managing fiscal agent.
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	No Participating Private Schools

Worth County School District

Parent and Family Engagement Policy

2023-2024
Revised June 5, 2023
103 Eldridge Street
Sylvester, GA 31791
www.worthschools.net
(229) 776-8600

What is Family Engagement?

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

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

About the Parent and Family Engagement Policy

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

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

Jointly Developed

During the annual Federal Programs Stakeholder Input Meeting in March 2023, all parents and community members were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2023-2024 school year. The district posted an invitation to the meeting on social media platforms and the district website to inform parents. Each school also posted a copy of the invitation on their websites, parent portals, and social media platforms. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP) and the District Improvement Plan. A copy of the final draft was also posted on the district website along with a survey for parents to provide additional feedback before the end of the 2022-2023 school year.

Upon final revision, the district parent and family engagement plan was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the plan at any time on the school district website or by submitting written comments to your child's school. All feedback received by May 24, 2023 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites, disseminate it during the annual Title I school meetings in the fall, and email

the link to all parents in a format and language they can understand.

Strengthening Our School

This year, the Federal Programs Director will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the Federal Programs to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the Federal Programs Director will hold monthly meetings and trainings with its Title I schools' principals and school Family Engagement Coordinators to review family engagement plans and activities.

Reservation of Funds

The WCSD will reserve at least 1 percent from the total amount of Title I funds it receives in 2023-2024 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the WCSD will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school participated in the annual Federal Programs Stakeholder Input meeting held in March 2023 for parents to provide suggestions on how these family engagement funds

could be used in the upcoming year at the district and school-level. Notes from open discussions from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the Federal Programs Director in the district office.





Opportunities for Meaningful Consultation

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

Federal Programs Stakeholder Input Meetings ~ February 2024 - March 2024

All parents are welcome to hear the latest updates from the Worth County School District as well as review and provide input into the district parent and family engagement plan and the Consolidated LEA Improvement Plan for the 2024-2025 school year. Parents and other stakeholders will have multiple opportunities to participate in in-person meetings at the district and school levels. Notices regarding the meetings will be emailed to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website, parent portal, and social media outlets.

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

**Unable to attend these meetings? Please visit
<https://bit.ly/FY24DistFEInput>
to leave your input.**



*Scan the code with your smartphone
or tablet to access family engagement
information from the WCSD website.*

Building Capacity

The WCSD will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the WCSD will implement a variety of family and community engagement initiatives

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

The WCSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local Headstart program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host middle and high school transition nights and College and Career Fairs so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - The WCSD will conduct four trainings during the school year for principals and school Family Engagement Coordinators to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools.

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

Parent and Family Engagement Evaluation

Each year, the WCSD will conduct an evaluation of the content and effectiveness of this parent and family engagement plan and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the Federal Programs Stakeholder Input meetings.

Beginning in March, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school

websites for parents to complete. In addition to the annual survey, each Title I school will also use the annual Federal Programs Stakeholder Input meetings to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement.

The WCSD will use the findings from the input meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement plans.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, Family Engagement Coordinators will communicate and collaborate with the Federal Programs Director to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Mark Your Calendars

For Parents

Annual Parent Survey
March 1 - 31, 2024

Annual Federal Programs
Stakeholder Input Meetings
February 2024 - March 2024 –
Schools & Worth Co. Board
Office

Adoption

This districtwide parent and family engagement plan has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual Federal Programs Stakeholder Input meeting.

This plan was adopted by the Worth County School District on June 5, 2023 and will be in effect for the 2023-2024 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.





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Georgia Department of Education (GaDOE)
Title I, Part C – Education of Migratory Children
Local Identification and Recruitment (ID&R) Plan

School District: *Worth County*

School Year: *2023-2024*

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
The Local MEP Contact will review the ID&R plan three times/year (fall semester, winter semester, and summer) adjust recruitment plans. The state recruiter will be contacted on a regular basis to assist with recruiting and identification. The winter semester meeting will include planning for and potentially revising the ID&R plan for the upcoming school term and planning for any summer activities.
2. Describe how will the district manage and coordinate year-round (regular school year and summer) and ongoing recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Describe how staff's schedules will be flexible during peak periods of agricultural activity, visits to seasonal and temporary work sites such as farms, packing sheds, and meat processing plants; such as poultry, beef, or lumber mills. Include narrative that ensures the use of the ID&R Activities checklist to guarantee all ID&R activities are taking place at the appropriate time with required documentation.
The Local MEP Contact, in collaboration with the state recruiter, will work together to identify and recruit new families, preschool aged children, and out-of-school youth (OSY) by sharing information regarding agricultural activities taking place in the county. ID&R activities will be updated via the checklist, and will include visits to employers, camps, neighborhoods, and other gathering places in collaboration with the state recruiter. The Local MEP Contact will provide tutors to meet the needs of identified migrant students. Due to the limited number of students, the Local MEP Contact will periodically review schedules and make adjustments based on PFS students and additional migrant student needs expressed by teachers and administrators.
3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, targeting enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
The Local Migrant Contact will make needed contact with State Recruiter for ID & R coordination to stay informed of eligible families. The Local Migrant Contact will follow-up with each school registrar on a frequent basis to determine if any new students have enrolled in the school system. Contact will be made with HeadStart and other preschool facilities to search for possible new migrant preschoolers. The Local MEP Contact will coordinate with the state recruiter to find OSY. This is an on-going process. The COE will be completed in a timely manner, preferably within the first two days of being aware of potentially eligible participant(s). The State Recruiter will be contacted if the family is not found.
4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
Recruiting practices are ongoing although there are specific situations that require immediate action. The State Recruiter will contact eligible migrant families during the resign process in August to assist the Local Migrant Contact with the process. The State Recruiter will also contact families that are scheduled to reach

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End of Eligibility to determine if a qualifying move has taken place within the previous 36 months. The State Recruiter will also contact families after designated school breaks. Assistance from regional/state staff will be requested as needed.

5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference that MEP's contact or a designed will review to ensure that the form in use is the most recently updated version of the form. Include a reference to training local school staff on the process.

School Registrars sends Occupational Surveys with a "yes" checked to the Local MEP Contact. The Local MEP Contact reviews the Occupational Surveys. The Local MEP Contact will remind the schools of their responsibility of ensuring the Occupational Survey is completed by all students as part of the registration process at every school site and that it is part of the back-to-school registration package. The Principal of each site is responsible for ensuring that the School Registrar is providing the survey to each new family enrolling in the district. The Occupational Survey is part of the back-to-school registration package and the Local MEP Contact will review and ensure that the current Occupational survey form is being utilized. The Local MEP Contact will check with the registrars at each school on a weekly basis to review submitted Occupational Survey forms. Occupational Surveys with positive responses for Migrant participants will be sent to the State Recruiter through the MyGaDOE Portal.

6. How will the district coordinate with other agencies, organizations, and/or gather resources to build a recruitment network to identify potentially eligible migratory participants?

The Local MEP Contact will work collaboratively with the GaMEP State Recruiters, local migrant families, local farmers, and other local agencies (e.g., HeadStart, DFCS) to identify potential migrant participants.

II. School District/Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural or employment locations map containing profiles of employers, if applicable, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).

The District will work with the County Extension Agency and the Regional Migrant Office to develop a current map highlighting key agricultural areas, a list of employers, and a list of farm related activities that occur in the area that will be maintained by the Local MEP contact. Updates will occur each semester or as additions/deletions are relayed to the Local MEP contact. An employer roster will be drafted that will include the business name, address, name and phone number of each contact person.

2. How will the district create and or maintain a local residential map that includes the areas/neighborhoods and labor camps/apartment complexes where migratory families may reside? Please explain how this information will be updated during the year (each semester minimum).

The Local MEP Contact will maintain a map for the LEA. Updates will be made once each semester or as needed based on changes. On the map there will also be plotting of locations of migrant participant residences or areas where families may reside. The district will work with the County Extension Office and other area resources to ensure the map is as accurate and user friendly as possible.

3. What is the district's plan for contacting employers within its boundaries regarding hiring practices, crops and growing seasons in order to identify potentially new eligible migratory families?

The Local MEP Contact will coordinate with the designated school staff and the State Recruiter(s) in order to effectively and efficiently contact employers in the assigned areas each semester and to update

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information regarding peak hiring periods, crops and growing seasons, and to inquire about potential new migrant participants. Information will be added and updated each semester.

4. The district's list of agricultural activities, local agricultural map, residential map, and list of employers must be readily available to be shared with the GaDOE MEP staff throughout the current school year when requested and/or needed. Where will this information be stored in the district? (Please ensure to keep all this information current and on file).

The District's list of agricultural activities, local agricultural map, residential map and list of employers will be filed by the MEP Contact and will be stored at the District Office. The district's list of agricultural activities, local agricultural map, residential map, and list of employers will be designated as "Regional Identification and Recruitment."

DISCLAIMER

The Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook is the primary source of information for all aspects of ID&R.

Reminders

- All quality control procedures must follow the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* quality control descriptors. Please visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/publications.aspx> and click on the *Georgia Migrant Education Program Identification and Recruitment and Data Collections Handbook* link.
- You may use the Georgia MEP State Agricultural Activities map as a starting point when creating your local agricultural map: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Identification-and-Recruitment.aspx>
- Remember that your local agricultural map must include information unique to your area and compliment the Georgia MEP State agricultural map with information not currently identified/found in it.

Agreement

I agree that all the information provided in this ID&R Plan is true and up-to-date to the best of my knowledge and will be readily available for the Georgia MEP staff for use, research, resources, and or monitoring purposes throughout the current school year.

Created by: *Felecia Cook* Submitted by: *Felecia Cook*

Date created: *6/5/2023*

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FY 24 Foster Care Transportation Plan

Local Educational Agency (LEA) Worth County School District

Superintendent Name Nehemiah Cummings

Mailing Address 103 Eldridge Street

Physical Address (if different from above) _____

City Sylvester **Zip** 31791

Foster Care Point of Contact (POC) Name Tracie Turner **POC Email** tturner@worthschools.net

POC Mailing Address 103 Eldridge Street

City Sylvester **Zip** 31791

POC Telephone 229-776-8600 **POC Fax** 229-776-8603



Superintendent Signature 5/25/2023
Date

Nehemiah Cummings

Print Name of Superintendent

FY 24 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Friday, June 30, 2023

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY 24 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY 24.



FY 24 Foster Care Transportation Plan

NOTE: In order to answer the questions below, refer to the [Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#).

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Coordination will occur between Case Managers (CM), EPAC Unit Education Support Monitor (ESM-DFCS POC), WCSD School Social Worker (WCSD POC), Foster Parents (FP), and Court Appointed Special Advocates (CASA). The following "no cost plans" will be explored first:

1. Foster parent transports child to school of origin or to the nearest school transportation pick up location.
2. WCSD follows existing plan for transporting children with disabilities if the foster child is disabled.

If the above is not feasible, WCSD and DFCS will share transportation costs: DFCS assuming responsibility for extraordinary cost and WCSD assuming costs associated with re-routing WCSD transportation.

In the event of a dispute, WCSD and DFCS will refer to WCSD Federal Programs Director and DFCS County Director. During the dispute resolution process, WCSD will provide or arrange for adequate and appropriate transportaton.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

WCSD and DFCS will follow the steps below to ensure that transportation is provided if they face difficulty reaching an agreement on how to pay for additional transportation costs:

1. Adhere to steps as outlined in Section A.
2. Initial transportation planning will occur at the lowest level between CM, ESM (DFCS POC), and WCSD POC. Foster Parents and CASA will be included as appropriate. Disputes will be forwarded to the WCSD Federal Program Director and DFCS County Director for resolution.
3. Final determination of how to pay for additional transportation costs incurred due to the rerouting of WCSD buses will be made by the WCSD Superintendent, WCSD Federal Programs Director and WCSD Transportation Director.

Daily attendance will not be impacted by transportation disputes between WCSD and DFCS. WCSD will provide or arrange for adequate and appropriate transportation to and from the child's school of origin during the dispute resolution process.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*



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FY 24 Foster Care Transportation Plan

The WCSD School Social Worker will serve as the point of contact that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include: thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and, immediate enrollment and records transfer. In addition, the WCSD POC will ensure training for WCSD staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in WCSD; and, ensure effective and confidential data collection and sharing.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

	YES	NO	N/A
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, WCSD and DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or paying foster parents to transport. The WCSD will assume financial responsibility for costs associated with re-routing WCSD transportation

B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (*Similar to the McKinney-Vento requirement for students experiencing homelessness*). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.

Yes

Please limit the response to 1,000 characters.

ASSURANCES

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

- The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

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

WORTH CO. SCHOOLS
LEA Name

NEITHAMIA CUMMINGS
Printed Name of Superintendent

SUPERINTENDENT
Title


Signature of Superintendent
(Please sign in blue ink only)

5-24-23
Date