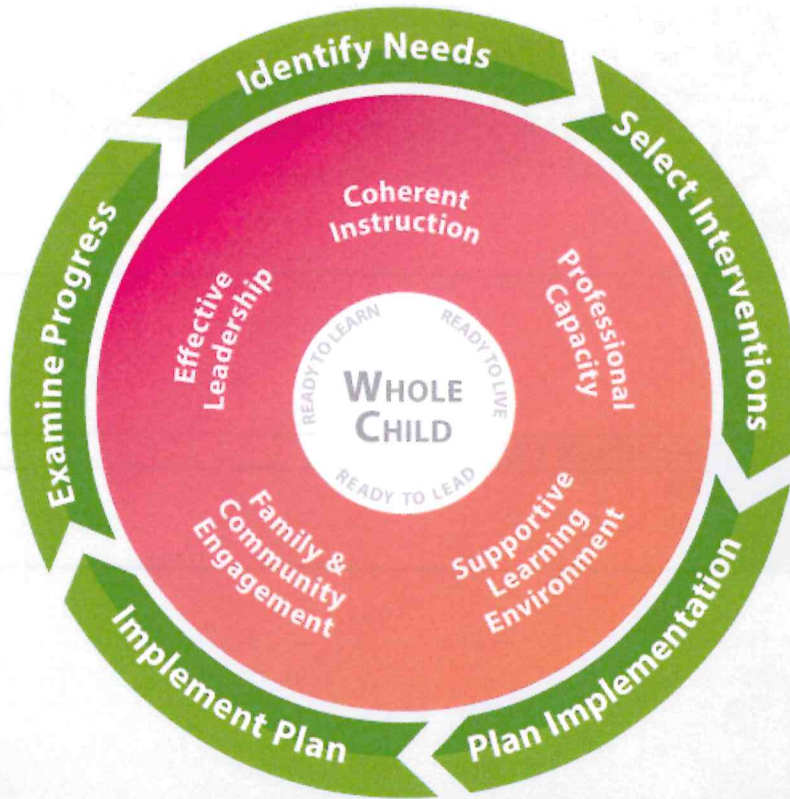




District Improvement Plan 2024 - 2025



Jackson County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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

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

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

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Content Mastery - Between 45-60% of students are not performing at expected levels of proficiency (levels 3-4) in Mat, ELA, Science and Social Studies in grades 3-12, as indicated by GMAS.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Students may lack clarity about the learning goals (daily, unit, and real-life connections), instructional components, and assessment methods.
Root Cause # 2	Professional learning, support, and accountability may be lacking for effectively using instructional time in alignment with best practices for block scheduling, including differentiation.
Root Cause # 3	The essential components of instruction and assessment are not always present to support clarity. For example, daily structures such as activating strategies, mini-lessons, work sessions, and summarizing, or learning cycles like engage, explore, explain, and apply, may be missing.
Root Cause # 4	Lack of knowledge or expectations for planning instruction based on data, leading to ineffective use of instructional time, including inadequate differentiation.
Root Cause # 5	Lack of shared efficacy and a collective vision for best instructional practices.
Goal	Increase the district Content Mastery score on CCRPI at all levels.

Equity Gap

Equity Gap	District Mean Growth Percentile (MGP)
------------	---------------------------------------

Content Area(s)	Mathematics
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
----------------------	---

Action Step # 1

Action Step	If we continue design teams to establish an ongoing process to review and evaluate the curriculum, assessments, and resources for alignment, engagement, and effectiveness (high quality, authentic, purposeful, aligned to frameworks), then our students will achieve at higher levels.
Funding Sources	Title II, Part A Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas, classroom observations, district resource roll call
Method for Monitoring Effectiveness	Feedback from Design Teams, feedback from PLCs, MAP ad Milestone data, Program Evaluation Survey
Position/Role Responsible	District Leaders, Director of Elementary Education, Assistant Superintendent of Teaching and Learning, Director of Federal Programs, Director of Special Education, Principals, Instructional Coaches
Evidence Based Indicator	NA

Timeline for Implementation Quarterly

Action Step # 1

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

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

Action Step # 2

Action Step	<p>If we implement ongoing professional learning to build capacity in teams to develop and support curriculum, assessment, and instructional resources, including support for special populations, content mastery will increase.</p> <p>Utilize Instructional Specialists to provide ongoing professional learning to support all teachers on evidence-based practices: whole group instruction; small group instruction, and data analysis (review student work, analyze performance data, and plan instruction) to include specific sub-groups - EL, MTSS, Special Education, Economically Disadvantaged and Migrant, and Gifted.</p> <p>Utilize K-5 Instructional Coaches (10) to work 10 extra days to provide ongoing professional learning to support all teachers on evidence-based practices: whole group instruction; small group instruction, and data analysis (review student work, analyze performance data, and plan instruction) to include specific sub-groups - EL, MTSS, Special Education, Economically Disadvantaged and Migrant, and Gifted.</p>
Funding Sources	<p>Title II, Part A</p> <p>Title III Part A EL</p>
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>Immigrant</p>

Action Step # 2

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Lesson Plans, Instructional Coach logs
Method for Monitoring Effectiveness	TKES data, Milestones Data, MAP data, Continuous Improvement meetings, EOC Data, Instructional Coach meeting
Position/Role Responsible	District Leaders, Director of Elementary Education, Assistant Superintendent of Teaching and Learning, Superintendent, Director of Federal Programs, Director of Special Education, Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step # 3

Action Step # 3

Action Step	If we evaluate and refine the vision and expectation for PLCs (supporting templates, look-fors, protocol), provide professional learning to support effective implementation of PLCs with a focus on student learning, and develop a plan to monitor ongoing effectiveness of PLC practices, content mastery will increase.
Funding Sources	Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Meeting agendas, PLC sign-in sheets, PLC Look-fors
Method for Monitoring Effectiveness	MAP data (growth and achievement), Milestones data; Continuous Improvement meetings, District MTSS meetings, Instructional Coach meetings
Position/Role Responsible	District Leaders, Director of Elementary Education, Director of Secondary Education
Evidence Based Indicator	NA

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 3

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

Action Step # 4

Action Step	If we support teaching and learning in classrooms through the effective integration of instructional technology, which includes supporting the work of PLCs, Vertical Teams, and Design Teams in the development of curriculum and assessment materials in Canvas, then content mastery will increase.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Meeting sign-in sheets, agendas, cohort list, Curriculum Portal in Canvas, Teacher Canvas pages, Lesson plans
Method for Monitoring Effectiveness	District Common Assessments, MAP, Milestone, Evaluation surveys
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, District Content Specialist, Instructional Coaches, Instructional Technology Specialists
Evidence Based Indicator	Strong

Action Step # 4

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

Does this action step support the selected equity intervention? Yes

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

Action Step # 5

Action Step	If we provide professional learning for instructional coaching, mentoring, peer observation, model classrooms, and debriefing to support instructional growth, then content mastery will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas

Action Step # 5

Method for Monitoring Effectiveness	MAP data, Milestones data, Informal Assessments,
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, District Content Area Specialist, Principals, APIs
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)?	University of Georgia, Northeast Georgia RESA
--	---

Action Step # 6

Action Step	If the Science Specialist (40%) and STEAM bus teacher provide integrated STE(A)M learning opportunities in grades K-12 through classroom, enrichment, and extra-curricular experiences (including registration, supplies, and equipment for integrated classroom learning experiences, specials/connections/electives, robotics, Science Olympiad, other STEAM competitions, and family programming), then content mastery will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Consolidated Funding

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Meeting - sign-in sheets, agendas,
Method for Monitoring Effectiveness	MAP data, Milestones data, Informal Assessments, Feedback / Survey data from parents and students
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Science/STEAM Specialist
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)?	University of Georgia, Northeast Georgia RESA
--	---

Action Step # 7

Action Step	If we support MTSS, ESOL, SPED, Migrant, and Gifted programs at the district and school level for student success in all content areas, which includes the use of supplemental educational programs that can be utilized both at school and at home, then content mastery will increase. Interventions and supports include targeted interventions (including purchasing resources), implemented with fidelity, through EIP segments (K-5), ELT (6-8), and scheduled remedial courses (9-12) to address identified gaps in math and reading.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas, Early Warning Data Spreadsheet, ACCESS data
Method for Monitoring Effectiveness	MAP data, Milestones data, Informal Assessments, ACCESS Scores
Position/Role Responsible	District MTSS Coordinator, District ELL Coordinator, SPED Coordinators, Gifted Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

Action Step # 7

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)?	University of Georgia, Northeast Georgia RESA, WIDA
--	---

Action Step # 8

Action Step	If teachers, staff, and administrators attend relevant conferences, workshops, and attend leadership retreats focused on data analysis to determine if goals were met and to amend/adjust plan(s) for increasing student achievement, then content mastery will increase
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-In sheets, agendas, conference/workshop registration/agendas
Method for Monitoring Effectiveness	MAP data, Milestone Data, Common Assessments, teacher, staff administrator feedback, Balance Score Card(s)
Position/Role Responsible	Director of Federal Programs, Principals, Assistant Principals, Director of Elementary Education, Director of Secondary Education
Evidence Based Indicator	NA

Action Step # 8

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

Does this action step support the selected equity intervention? No

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

Action Step # 9

Action Step	If we establish and maintain a comprehensive data system for monitoring student progress (PreK-12) and making decisions to improve educational practice, then content mastery will increase.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Data Dashboards, Data Reports
Method for Monitoring Effectiveness	Student Surveys, Staff Surveys

Action Step # 9

Position/Role Responsible	Director of Elementary Education; Director of Secondary Education; Director of Data, Assessment, and Accountability; Assistant Superintendent of Teaching and Learning
Evidence Based Indicator	Strong

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Student Engagement - ELEOT observation data indicates areas of need include Digital Learning (1.47) and Active Learning (2.41), as well as learners making connections from content to real-life experiences (2.43) all of which show engagement levels slightly to well below anticipated expectations of engagement. Additionally, survey data indicate that students value more voice and choice in their learning (Cognia Survey).
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers may not be planning student-centered learning.
Root Cause # 2	Teachers and leaders may need to engage in observation, professional learning, and collaboration to develop a shared efficacy for student-centered learning.
Root Cause # 3	Teachers may not see the value in student-centered approaches and may perceive teacher-directed methods as more efficient.
Root Cause # 4	Teachers and leaders may lack a shared vision that prioritizes effective instructional practices, technology integration, and student-centered learning.
Goal	Increase student engagement as evidenced by (1) increased scores for digital and active learning environments on the ELEOT observation tool, (2) increases in positive responses about active learning on the student Cognia survey, and (3) improved student attendance.

Equity Gap

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

Content Area(s)	ELA
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions
----------------------	---

Action Step # 1

Action Step	If we provide job-embedded professional learning for teachers, coaches, and leaders in effective instructional strategies that foster student collaboration, critical and creative thinking, problem-solving, real-world application, and student efficacy and ownership; establish a process for identifying and facilitating professional learning based on student and teacher needs; strengthen common instructional expectations that support engagement to establish models of instructional practice; conduct peer observations and feedback in each school, involving all teachers, then student engagement will increase.
Funding Sources	Title II, Part A Title III, Part A Consolidated Funding Title III Part A EL
Subgroups	Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	meeting agendas, sign-in sheets
Method for Monitoring Effectiveness	DnA, MAP data, Milestones data, ELEOT observations, Evaluation surveys
Position/Role Responsible	Director of Elementary Education, Directory of Secondary Education, Content Specialist, Instructional Coaches
Evidence Based Indicator	NA

Action Step # 1

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)?	
--	--

Action Step # 2

Action Step	If we provide job-embedded professional learning, opportunities for collaboration, and develop shared expectations for effective integration of digital resources, robotics and coding, and digital creativity tools into teaching and learning, then student engagement will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Title IV, Part A Title III Part A EL
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 2

Method for Monitoring Implementation	Meetings - sign-in sheets, agendas, classroom observations, Early Learning Data
Method for Monitoring Effectiveness	DnA, MAP, Milestone, ELEOT Observations, Evaluation surveys
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

Action Step # 3

Action Step	If we support personalized learning that incorporates student choice and voice in the learning path and products to demonstrate mastery of standards, then students will take ownership of their learning and engagement will increase.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 3

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	MAP testing sessions, Professional Learning
Method for Monitoring Effectiveness	ELEOT observations, Student Cognia Survey results
Position/Role Responsible	District Leaders, Director of Elementary Education, Director of Secondary Education, 6-12 Literacy Coordinator, Instructional Coaches
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)?	
--	--

Action Step # 4

Action Step	If we establish a culture of high expectations for all students that is culturally inclusive and responsive and supports the development of learners' attitudes, beliefs, and skills for success, then student engagement will increase.
Funding Sources	Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas
Method for Monitoring Effectiveness	Student attendance, student cognia surveys, ELEOT observations
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, District Content Specialist, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step # 5

Action Step	If we assess, refine, and support current practices and strengths in facilitating student goal setting and growth mindset; establish structures, tools, and expectations for student goal setting and students to monitor their own progress towards goals, student engagement will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	SIP and PLC meeting agendas
Method for Monitoring Effectiveness	DnA, MAP data, Milestones data, Student Cognai surveys, ELEOT observations, student attendance
Position/Role Responsible	Teachers, Director of Elementary Education, Director of Secondary Education, District Content Area Specialists
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 5

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

Action Step # 6

Action Step	If we support opportunities for students to extend classroom learning through academic and STE(A)M competitions (e.g. Student Technology Competition, robotics, competition, and Science Olympiad), including registrations, hosting expenses, and competition materials, student engagement will increase.
Funding Sources	Title I, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Student participation rosters, Meeting sign-in sheets, meeting agendas
Method for Monitoring Effectiveness	MAP data, Milestones data, Student Cognia surveys, ELEOT observations, student attendance
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, District Content Specialists, MTSS Coordinator, Instructional Specialists
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Action Step # 6

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

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

Action Step # 7

Action Step	If we utilize personnel and supplies to provide high-quality hands-on integrated lessons that connect students to healthy food in schools, then students can lead healthier lives and reach their full potential. The objective is to increase students' understanding of agriculture, health, and nutrition by embedding experimental food-based activities across content areas - ELA and Math. They will promote healthy meal options by teaching lessons, have a regular presence in the cafeteria as a positive role model during mealtimes, lead taste tests and lead after-school clubs (health/wellness/garden/farm). They will also lead an introductory presentation to school staff.
Funding Sources	Title I, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	classroom observations, data on number of lessons and activities taught to students
Method for Monitoring Effectiveness	Student feedback, parent feedback, staff feedback

Action Step # 7

Position/Role Responsible	Teachers, Director of Elementary Education, Director of Secondary Education, District Content Area Specialists, Principals, Assistant Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step # 8

Action Step	If we provide guidance and support for literacy as a cornerstone of quality instruction for all students, provide professional learning, resources, and support to assist teachers, leaders, and students in navigating the implications of HB 538, the rollout of the new ELA standards, and the embedding of literacy in all content areas, then content mastery will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 8

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Meeting sign-in sheets, meeting agendas
Method for Monitoring Effectiveness	District Common Assessments, MAP, Milestones Growth and Achievement, Evaluation surveys
Position/Role Responsible	School Instructional Coaches, District Literacy Specialist, Director of Elementary Education
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)?

3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Student Readiness - Perception data from student surveys and performance data from CCRPI both indicate that an increasing percentage of students lack readiness for the next level of learning, whether that is beginning school, moving to middle school, high school, or life after school.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students may lack foundational skills for the next level.
Root Cause # 2	Student learning for transfer may not be occurring.
Root Cause # 3	There may be a lack of vertical articulation and progressions to support readiness at each level, and a plan for vertical planning to this level has not been developed.
Root Cause # 4	A clear vision of the portrait of a graduate may not have been established to support planning, instruction, and communication of opportunities at all levels.
Root Cause # 5	A clear, comprehensive K-12 vertical plan has not been established to support readiness, transitions between grade bands, interdisciplinary connections, and family information to fully support students in embracing opportunities at each level.
Goal	Improve student readiness to learn at every level and prepare for college and career opportunities.

Action Step # 1

Action Step	If we provide parent/guardian workshops, then parents will have the tools and knowledge they need to support their child's development, leading to a holistic improvement in the child's educational journey and overall family well-being.
Funding Sources	Title I, Part A Title III, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Family and Community Engagement

Action Step # 1

Method for Monitoring Implementation	Workshop agendas, materials, sign-in sheets
Method for Monitoring Effectiveness	parent / guardian feedback
Position/Role Responsible	Director of Elementary Education
Evidence Based Indicator	Demonstrate a Rationale

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)?

Action Step # 2

Action Step	If we create a well-structured transition process from elementary to middle to high, this will provide a continuous support to students, helping them navigate changes more effectively and ensuring a more seamless educational journey.
Funding Sources	Title I, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 2

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Transition event agendas and artifacts, calendar of events, sign-in sheets for family events
Method for Monitoring Effectiveness	Student feedback, parent feedback, staff feedback
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, CTAE Director, Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step	If we increase promotional campaigns and support for accelerated enrollment options (AP, IB, and Dual Enrollment) and work-based learning, including funding AP and IB Exams for Low-Income students and providing professional learning and collaboration for teacher and counselors, then increased student participation and achievement will lead to increased readiness.
Funding Sources	Title I, Part C Title III, Part A Title IV, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Newsletters - Quarterly, Community; Monthly School, weekly social media; Google shared drive for storage of all communications
Method for Monitoring Effectiveness	Student feedback, parent feedback, staff feedback
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, CTAE Director, Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

Action Step # 3

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)?	Jackson County MainStreet News
--	--------------------------------

Action Step # 4

Action Step	If we develop a robust advisement and registration process to inform students and families and offer professional learning to inform teachers and counselors, then enrollment in and completion of career pathways (including advanced academics, CTAE, fine arts, and world languages) and post-secondary credentials will increase.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Advisement materials, sign-in sheets for family events
Method for Monitoring Effectiveness	Student feedback, Parent feedback, Pathway Completion
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, CTAE Director, Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 4

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

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

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

Action Step # 5

Action Step	If we implement a district wide plan to expose students to a variety of career opportunities, beginning in elementary school, then college and career readiness will increase.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas for career opportunities offered at elementary, middle, high school

Action Step # 5

Method for Monitoring Effectiveness	Student interest survey
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Principal, Assistant Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 6

Action Step	If we establish and implement a K-12 plan for college and career planning and advising, including professional learning for leaders, counselors, and teachers, then college and career readiness will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 6

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	meetings - agendas, sign-in sheets
Method for Monitoring Effectiveness	Student interest survey, student feedback
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Principal, Assistant Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

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

Action Step # 7

Action Step	If we refine plans and implement district-wide college and career readiness assessment and preparation day, then college and career readiness will increase.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	agendas, sign-in sheets
Method for Monitoring Effectiveness	Student feedback, staff feedback
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Principal, Assistant Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step # 7

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

Action Step # 8

Action Step	If we develop and support teachers, leaders, and support staff with high quality professional learning to support literacy through the GA Learns Academy Modules, a conference style professional learning day, and ongoing professional learning throughout the year, student readiness as indicated by on-grade level reading status will increase.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	agendas, sign-in sheets, certificates of completion
Method for Monitoring Effectiveness	MAP, Milestones data
Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Principal, Assistant Principal
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 8

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

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

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

Action Step # 9

Action Step	If we implement screening and targeted interventions to close the gaps for students K-12 who demonstrate significant reading deficiencies, then student readiness at each grade band will increase.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	MTSS Data, meeting agendas, sign-in sheets
Method for Monitoring Effectiveness	Student data

Action Step # 9

Position/Role Responsible	Director of Elementary Education, Director of Secondary Education, Principal, Assistant Principal, MTSS Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

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

3. DISTRICT IMPROVEMENT GOALS

3.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Safety- Improve use of security technology to provide for the overall safety of the school district.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	The safety plan for all schools does not include the new aspects of state law.
Root Cause # 2	Updated training on the latest security technology and state law changes is needed.
Root Cause # 3	School leaders are not using security technology effectively.
Root Cause # 4	School leaders are unaware of the new aspects of state law.
Goal	100% of the schools are actively utilizing the Raptor and Centegix Systems

Action Step # 1

Action Step	Develop a standardized school safety plan for all schools that encompasses new aspects of state law and provide guidance/training on the latest security technology to provide for a safer and more secure learning environment.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Feedback from Administrators and Staff
Method for Monitoring Effectiveness	Safety Audits
Position/Role Responsible	Safety and Security Supervisor
Evidence Based Indicator	Strong

Action Step # 1

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

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

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

Action Step # 2

Action Step	Effectively monitor both Raptor and Centegix data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Monitor Raptor and Centegix dashboards for usage data
Method for Monitoring Effectiveness	Safety Audits
Position/Role Responsible	Safety and Security Supervisor
Evidence Based Indicator	Strong

Action Step # 2

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

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

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

Action Step # 3

Action Step	Provide training to address areas of needed support.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Feedback from administrators and staff.
Method for Monitoring Effectiveness	Safety Audits
Position/Role Responsible	Safety and Security Supervisor
Evidence Based Indicator	Strong

Action Step # 3

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

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

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

3. DISTRICT IMPROVEMENT GOALS

3.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Family and Community Engagement - Increase effective family and community engagement.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inadequate or unclear communication between the school and parents/community members.
Root Cause # 2	Differences in language, cultural norms, and values that hinder effective communication and understanding.
Root Cause # 3	School events and meetings are scheduled at times that are inconvenient for parents, limiting their ability to participate.
Root Cause # 4	Parents and community members are not aware of opportunities for engagement or the benefits of their involvement.
Root Cause # 5	A lack of trust or strong relationships between the school staff and the parent/community.
Root Cause # 6	Parents may feel that their input is not valued or that their involvement does not make a difference.
Root Cause # 7	Previous negative interactions with the school may discourage parents from getting involved.
Goal	Establish family and community engagement events for district and school levels.

Action Step # 1

Action Step	Continue to collaborate between school, district personnel and stakeholders on systematic and effective engagement opportunities.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Family & Community engagement meetings, agendas, sign-in sheets
Method for Monitoring Effectiveness	Feedback from parents, community members, staff, students

Action Step # 1

Position/Role Responsible	Family / Community Engagement personnel at school level, Public Relations Officer
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step # 2

Action Step	Offer a variety of events to appeal to different interests and needs
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 2

Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Family & Community engagement meetings, agendas, sign-in sheets
Method for Monitoring Effectiveness	Feedback from parents, community members, staff, students
Position/Role Responsible	Family / Community Engagement personnel at school level, Public Relations Officer
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

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

Action Step # 3

Action Step # 3

Action Step	Research norms to develop inclusive school environment, establish best practices and train staff to create welcoming environment
Funding Sources	Title I, Part A Title II, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	Family and Community engagement meetings - agendas, sign-in sheets
Method for Monitoring Effectiveness	Feedback from parents, community members, staff, students
Position/Role Responsible	Family / Community Engagement personnel at school level, Public Relations Officer
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 3

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

3.6 Overarching Need # 6

Overarching Need

Overarching Need as identified in CNA Section 3.2	Communication - Utilize varying methods to communicate
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Schools have the necessary resources, but they are not being used effectively to implement a variety of communication methods.
Root Cause # 2	Staff may not have the training or knowledge on how to use various communication tools and platforms effectively.
Root Cause # 3	There may be a reluctance or resistance to adopting new communication methods among staff.
Root Cause # 4	There may be no clear plan or strategy outlining how to effectively use various communication means to reach all stakeholders.
Goal	Become more efficient in communications and consistently improve methods through multiple platforms.

Action Step # 1

Action Step	Perform communications audits into best practices, analyze data and increase effective communication through multiple platforms.
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Communication audit reports
Method for Monitoring Effectiveness	Results of the Audit reports
Position/Role Responsible	Public Relations Officer, Communications Ambassadors
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 1

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

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

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

3. DISTRICT IMPROVEMENT GOALS

3.7 Overarching Need # 7

Overarching Need

Overarching Need as identified in CNA Section 3.2	Relationships - Build mutually beneficial relationships with all stakeholders and partners.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Inadequate or ineffective communication methods that fail to reach all stakeholders and partners.
Root Cause # 2	Negative past experiences that have eroded trust between the school and its stakeholders.
Root Cause # 3	Few designed opportunities for stakeholders and partners to engage with the school.
Root Cause # 4	Stakeholders and partners are unaware of the potential benefits of building strong relationships with the school.
Root Cause # 5	Stakeholders may feel that their involvement is not valued or that it does not lead to tangible outcomes.
Goal	Maintain and develop partnerships with stakeholders and businesses to create mutually beneficial relationships.

Action Step # 1

Action Step	Identify, map and create comprehensive list of partners within JCSS community
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Contact logs, meeting agendas, sign-in sheets
Method for Monitoring Effectiveness	Community feedback
Position/Role Responsible	Family / Community engagement personnel at school level, Public Relations Officer
Evidence Based Indicator	NA

Action Step # 1

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

Does this action step support the selected equity intervention? No

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

Action Step # 2

Action Step	Partner with stakeholders on projects that benefit all JCSS community
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Contact logs, meeting agendas, sign-in sheets
Method for Monitoring Effectiveness	Community feedback
Position/Role Responsible	Family / Community engagement personnel at school level, Public Relations Officer
Evidence Based Indicator	NA

Action Step # 2

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

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

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

3. DISTRICT IMPROVEMENT GOALS

3.8 Overarching Need # 8

Overarching Need

Overarching Need as identified in CNA Section 3.2	Social/Emotional:- A significant number of students reported feeling depressed, sad, or withdrawn, with 256 stating this was the case for all 30 days, and another 363 for 10-19 days. Many student experience anxiety and panic: experiences of intense anxiety or sudden overwhelming fear were reported, with 160 students experiencing such fear every day and 351 for 3-5 days. Many students struggle with behavior control: issues with controlling behavior that could potentially harm oneself or others were less frequent but still present, with 125 reporting this experience happens every day. (Data from 2023-24 Ga Health Survey for students in grades 3-12).
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Excessive academic demands and pressure to perform well can contribute to feelings of stress, anxiety, and depression.
Root Cause # 2	Insufficient availability of mental health professionals, counselors, and support services in the school.
Root Cause # 3	Experiences of bullying or social exclusion can lead to feelings of sadness, depression, and anxiety.
Root Cause # 4	Unstable or stressful home environments, including family conflicts, financial struggles, or lack of parental support.
Root Cause # 5	Insufficient or ineffective implementation of SEL programs that teach coping skills, emotional regulation, and resilience.
Root Cause # 6	Exposure to or involvement in substance abuse, either personally or within the family or community.
Root Cause # 7	Exposure to traumatic events or adverse experiences such as abuse, neglect, or witnessing violence.
Root Cause # 8	A negative or unsupportive school environment where students do not feel safe, respected, or valued.
Root Cause # 9	The influence of social media, cyberbullying, and excessive screen time can contribute to anxiety, depression, and social withdrawal.
Goal	To promote social and emotional support for JCSS students and staff, resulting in decreased percentage of state-reported behavior incidents and decreased percentage of students who have missed 10% of their enrolled days by 3% and increase the percentage of students who feel connected to a trusted adult in school by 3%.

Action Step # 1

Action Step	If we utilize Project AWARE personnel, along with targeted support to district and building leaders and teachers on how to monitor early warning data, then we can address student social and emotional needs in a more timely and effective manner.
Funding Sources	Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Early Warning Data Spreadsheet, Professional Learning sign-in sheets, agendas PBIS Coach Meetings Discipline Coordinator Meetings Monthly School counselor meetings Project AWARE referrals
Method for Monitoring Effectiveness	GADOE Discipline Report, Teacher/Leader feedback Project AWARE referral data, GASHS Data
Position/Role Responsible	Project AWARE program Facilitator Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

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)?	
--	--

Action Step # 2

Action Step	If we provide quality District and school level Professional Learning via quarterly discipline coordinator meetings, monthly PBIS coaches meeting, monthly counselor meetings, monthly 7 mindsets meetings with school facilitators, and monthly social worker meetings, then we will see decreased percentages of disciplinary incidents that are state reported and decreases in percentage of students who are absent more than 10% of the school year.
Funding Sources	Title I, Part A Title II, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas, Professional Learning - sign-in sheets, agendas Meetings - sign-in sheets, agendas, Professional Learning - sign-in sheets, agendas
Method for Monitoring Effectiveness	GaDoE Attendance Data GaDoE Discipline Data Classroom observations, TKES, LKES, MTSS meetings, Data meetings, Principal and Assistant Principal meetings
Position/Role Responsible	Director of Student Support Services
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 2

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

Does this action step support the selected equity intervention? Yes

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

Action Step # 3

Action Step	If school leaders partner with family members to support positive student behavior through behavioral contracts, parent conferences, and clear communication to support the student, then student behavior incidents will be reduced.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Newsletters - Quarterly- Community; Monthly School; Weekly- Social Media; Google shared drive for storage of all communications.
Method for Monitoring Effectiveness	GaDoE Discipline Data, Parent Surveys, Student Surveys, Teacher and Staff Surveys

Action Step # 3

Position/Role Responsible	Principals, Assistant Principals, Media Specialist
Evidence Based Indicator	NA

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No

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

Action Step # 4

Action Step	If we support PBIS in all elementary/middle schools to create and maintain safe and supportive learning environments through monthly PBIS coaches collaboration meetings, walk-throughs at other schools, and mental-health first aid certification classes, then student behavior incidents and the percentage of students who are absent more than 10% of the school year will decrease.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 4

Subgroups	Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas
Method for Monitoring Effectiveness	Climate scores, PBIS Big 7 Report, weekly grade level meetings, monthly school PBIS meetings, quarterly district PBIS meetings
Position/Role Responsible	Principals, Assistant Principals, School PBIS Coach, Director of Student Support Services
Evidence Based Indicator	NA

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

Action Step # 5

Action Step # 5

Action Step	If we continue to provide Professional Development through the 7 Mindsets portal, holding monthly meetings with the schools' facilitators, and recognizing students and staff who serve as positive examples of the Mindsets, we will increase participation and effectiveness of the program for all students and help increase the percentage of students who feel connected to a trusted adult in school.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meetings - sign-in sheets, agendas, lesson plans
Method for Monitoring Effectiveness	Student growth and achievement data as well as student attendance and behavior data Attendance Data Behavior Data
Position/Role Responsible	Principals, Assistant Principals, District Leaders
Evidence Based Indicator	NA

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

Action Step # 5

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

Action Step # 6

Action Step	If we establish and maintain a parent resource area with supplemental instructional materials to support families in helping their child/children with social emotional learning and attendance at school through support of the school social workers and Project AWARE facilitators, we will decrease the percentage of students who are absent more than 10% of the school year..
Funding Sources	Title I, Part A Title III, Part A Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Quarterly Inventory, Meetings - sign-in sheets, agendas
Method for Monitoring Effectiveness	Attendance and Behavior Data, Social Worker Referral Data
Position/Role Responsible	Family Engagement Specialist, Principal, Assistant Principal, Director of Student Support, Director of Elementary Education, School Social Workers
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 6

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)?