



# District Improvement Plan 2024 - 2025



Johnson County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Johnson County
Team Lead	Tecia McKay
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (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	Leadership development and Family / Parent Engagement an organizational system to increase literacy (reading writing, digital literacy) and Math / Science (STEM and CTAE).
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Student achievement data in literacy: reading, writing and digital literacy (Effective Leadership supporting Instructional Norms, MTSS, Family and Community Engagement with Parent Leaders at the forefront of academic focus academics)
Goal	By the end of 2024, create an organizational structure with stakeholder engagement which will provide systems to increase literacy, Math, and Science (CTAE) data by 3% as measured by the GMAS

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-7 Provide equitable access to student support programs and interventions

Action Step # 1

Action Step	Increase Mission visibility in the community further by establishing community wide literacy efforts focused Birth to 5.
Funding Sources	N/A
Subgroups	N/A
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Parent Leader meeting agendas / participation.
Method for Monitoring Effectiveness	Reading Data, Increased Parent Leaders, Academic focus of Parent Survey results is increased.
Position/Role Responsible	Dir of Literacy and Comm Outcomes / District Par Lia.
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)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 2

Action Step	Increase Mission visibility in the community further by establishing community wide literacy efforts focused on STEM (STEM equity). (Math, Science, and CTAE)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	District Team Classroom visits (Google data walks)
Method for Monitoring Effectiveness	STEM Equity Rubric / The classroom data (including literacy STEM bus) walks will measure growth of key literacy components based on Instructional Norms.
Position/Role Responsible	Superintendent, Dir of Literacy and Comm Outcomes / Assoc. Sup of FP (Curr)
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 3

Action Step	Monitor Instructional Practices Norms with literacy instruction (district wide programs and interventions) based on written procedures.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	site visits, 45 Day Impact data reviews
Method for Monitoring Effectiveness	progress monitor data
Position/Role Responsible	Superintendent / Assoc. Sup of FP (Curr)
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)?	The district is partnering with RESA to further implement our instructional norms. We will monitor and measure the impact of professional learning and fidelity of practices.
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Action Step # 4

Action Step	Ensure growth and maintenance in Literacy and STEM professional development training, including targeted review training as needed (led by Bld & District Admin, RESA, ICs, Teacher Leaders, and Parent Leaders)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	School and District Personnel will conduct monthly Instructional Norms Procedures progress monitoring reviews with ELA targeted walkthroughs to review data. Bld Admin and ICs will conduct weekly lesson plan review with written feedback.
Method for Monitoring Effectiveness	STEM Equity Rubric / District walkthrough data (monthly), Lesson Plan feedback, CCRPI Scores (annually), EOC/ EOG Scores (annually), Benchmark data (semester), RI (9wks), DIBELS (9wks), and Read 180 (9wks)
Position/Role Responsible	Inst. Coaches PL Director School Admin
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? No



Action Step # 4

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>The strategies are being implemented with the support of Oconee RESA. GDOE Science collaboration as well as The Georgia Youth Science &amp; Technology Centers STEM trainings and certifications.</p>
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Action Step # 5

<p>Action Step</p>	<p>Increase focus on academic competitions and project based learning (targeting Literacy and STEM)</p>
<p>Funding Sources</p>	<p>Title I, Part A</p>
<p>Subgroups</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>
<p>Systems</p>	<p>Coherent Instruction Family and Community Engagement Supportive Learning Environment</p>
<p>Method for Monitoring Implementation</p>	<p>Monthly Curr. Meeting and BOE Mtg.</p>
<p>Method for Monitoring Effectiveness</p>	<p>45 Day Impact Progress Monitoring, CCRPI, Parent Satisfaction Survey</p>
<p>Position/Role Responsible</p>	<p>Curr. Dir/ ICs / Principals</p>
<p>Evidence Based Indicator</p>	<p>Demonstrate a Rationale</p>

Timeline for Implementation      Quarterly

Action Step # 5

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)?	Varied agencies i.e. RESA, Georgia Southern Univ. etc.
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Action Step # 6

Action Step	Leadership maintains and monitors Literacy interventions in each schools with small group instruction based on D.I., Literacy in all Content areas, Reading Intervention identified in the master schedule, Reading Interventionists Schedules, and specific Evidence Based program support (i.e. Guided Reading, Mobymax, iReady)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Lesson Plan monitoring with written feedback, District Informal
Method for Monitoring Effectiveness	45 Day Impact Check / Benchmarks / CCRPI, District Informal Google Walks
Position/Role Responsible	Principal / Superintendent
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Weekly
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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)?	RESA
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Action Step # 7

Action Step	Increasing Effective Leadership growth focused on Literacy and STEM Equity with Admin and Teacher Leaders via the Georgia Leadership Institute of School Improvement Cohort Training (GLISI).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Method for Monitoring Implementation	Implementation model
Method for Monitoring Effectiveness	STEM Equity Rubric / Benchmarks / Culture Survey / The classroom data walks will measure growth of key Science, Math, and CTAE components based on Instructional Norms.
Position/Role Responsible	Superintendent
Evidence Based Indicator	Moderate

Action Step # 7

Timeline for Implementation	Weekly
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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)?	GLISI
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Action Step # 8

Action Step	Develop a Literacy STEM Team to determine evidence based steps, review implementation, and monitor progress. (Comprised of School Literacy Team rep, Community Leaders, District Ins Tech Rep)
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	site visits, 45 Day Impact data reviews
Method for Monitoring Effectiveness	STEM Equity Rubric / Progress monitor action steps

Action Step # 8

Position/Role Responsible	Dir of Literacy and Comm Outcomes / Assoc. Sup of FP (Curr)
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)?	The district is providing a Director of Literacy and Community Outcomes and District wide Parent Liaison (each school uses its Title I funds to fund the position). The effort will partner with Birth to 5 schools, community collaborations, churches, and other community outreach agencies.
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Action Step # 9

Action Step	Increasing Effective Leadership growth focused on Literacy and STEM Equity with Admin and Teacher Leaders via the Georgia STEM Equity Conferences and workshops (GA Sci Sup Assoc & GA Sci Teachers).
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 9

Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	STEM Equity Rubric / Benchmark testing
Position/Role Responsible	Assoc. Sup of F.P. (Curriculum & Prof Dev)
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 # 10

Action Step	Provide Interventionists to lessen Learning Loss using evidence based strategies and interventions based on student data and frequent monitoring .
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 10

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	lesson plan artifacts aligned to data
Method for Monitoring Effectiveness	Intervention Progress Monitoring Data, 45 Day Impact check
Position/Role Responsible	Principal
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Coherent Instructional System to increase mathematics, science, and social studies.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Student achievement data in mathematics, science, and social studies (increase level 3s and 4s/ DOK/ Instructional Norms - Tier 1 practices / Parent Leaders / MTSS / assessment and grading practices - data driven instruction)
Goal	By the end of 2024, increase student achievement data in math, science, and social studies by 3% as measured by the GMAS (targeting levels 3 and 4).

Equity Gap

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



Action Step # 1

Action Step	Increase Mission visibility in the community with a cultural shift in expectations for instruction (data driven Tier 1 and Tier 2, grading / assessment uses and practices focused on student monitoring).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Leaders meeting agendas / participation
Method for Monitoring Effectiveness	Increased Parent Leader participation, Informal Google Walk data, Academic focus of Parent survey results increases.
Position/Role Responsible	Superintendent / District Parent Lia.
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)?	
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Action Step # 2

Action Step	Stakeholder Teams Monitor Instructional Practices Norms in Math, Science, and Socials Studies (district wide programs and interventions) based on written procedures (including RESA, Parents and Community Members).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Site visits, monitor during monthly district leadership meetings
Method for Monitoring Effectiveness	45 Day Impact check of benchmark data in math, science, and social studies.
Position/Role Responsible	Principal / Dir. of Curr & S.I.
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)?	RESA, Superintendent Parent Advisory Council (PAC), Community Collaborative with Family Connections.
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Action Step # 3

Action Step	In a Class Size Reduction (CSR) model, maintain evidence based strategies (DOK, D.I. & SBC based on GDOE standards).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Homeless English Learners Migrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Site visits, monitor during monthly district leadership meetings
Method for Monitoring Effectiveness	45 Day Impact check of benchmark data in math, science, and social studies.
Position/Role Responsible	Principal / Dir. of Curr & S.I.
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)?	RESA, GDOE
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Action Step # 4

Action Step	Increase GSBA BOE level from "Quality Board" to "Distinguished Board" (focused on instruction instruction being challenging prob solving, flexible, and individualized)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Internal Review based GSBA self assessment
Method for Monitoring Effectiveness	Biannual BOE review based on the Exemplary Board rubric
Position/Role Responsible	BOE Chair / Superintendent
Evidence Based Indicator	Other :

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)?	GSBA
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Action Step # 5

Action Step	Weekly Data Driven Lesson Plan Collaboration with district feedback formal by all admin and ICs to align district wide expectations.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Shared artifact samples
Method for Monitoring Effectiveness	45 Day Impact Progress Monitoring
Position/Role Responsible	Superintendent
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)?	RESA
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Action Step # 6

Action Step	Each IC maintain 2 lab classrooms to implement the "coach's cycle" of PD implementation targeting reading comp, writing strategy, and digital technology (alignment with science, social studies, and / or math).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Monthly IC Peer Folder Review of Implementation / Biannual PL program evaluation.
Method for Monitoring Effectiveness	45 Day Impact Check/ CCRPI / HIR Survey Teacher & IC Interview/ Program Evaluation
Position/Role Responsible	Principal / Asso. Sup of Fed. Prog.
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)?	RESA,
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Action Step # 7

Action Step	Increase focus on academic competitions (supporting Math, Science, and Social Studies)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	45 Day Impact Progress Monitoring, CCRPI, Parent Satisfaction Survey
Position/Role Responsible	Curr. Dir/ ICs / Principals
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)?	Varied agencies i.e. RESA, Georgia Southern Univ. etc.
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Action Step # 8

Action Step	During tutoring (supplemental time) maintain evidence based strategies (DOK, D.I. & SBC based on GDOE standards).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	Tutoring Progress Monitoring data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Superintendent / Principals
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)?	
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Action Step # 9

Action Step	Provide Interventionists to lessen Learning Loss using evidence based strategies and interventions based on student data and frequent monitoring .
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monthly Curr. Meeting and BOE Mtg.
Method for Monitoring Effectiveness	Intervention Progress Monitoring data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Superintendent / Principals
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)?	
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Action Step # 10

Action Step	Each school engages varied stakeholders to present specific data regarding core content curriculum at monthly BOE meetings.
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
Method for Monitoring Implementation	BOE minutes
Method for Monitoring Effectiveness	Benchmark data, 45 Day Impact Progress Monitoring, CCRPI,
Position/Role Responsible	Principals/ Assoc. Sup of Fed Prog (Curr)
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)?	Principals will lean on Leadership Teams, Parent Advisory Council (PAC), Dist Admin, and RESA
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Action Step # 11

Action Step	Principals, Instructional Coaches, and Teacher Leaders will provide targeted customized professional development to support Use of Instructional Norms, Grading and Assessment Practices (including students self monitoring based on standards)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monitor PD Calendar, PD agendas, PD list of customized PD
Method for Monitoring Effectiveness	Report Card summaries (failure lists) Benchmark data, 45 Day Impact Progress Monitoring,
Position/Role Responsible	ICs, Principals, Assoc. Sup of Fed Prog (PD)
Evidence Based Indicator	Moderate

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 12

Action Step	Participate in an external review of instructional practices (i.e. GAPS analysis) using results to guide efforts of improvement.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	leadership agendas reflect analysis of results and Progress monitoring.
Method for Monitoring Effectiveness	collect district and school leadership artifacts, 45 Day Impact check, informal Google Walks, CCRPI
Position/Role Responsible	Superintendent / Principals
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)?	Oconee RESA
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Learning Environment for the whole child (PBIS, MTSS, SEL).
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Learning Loss based on whole child needs ("before the academics" then the academics)
Goal	By the end of 2024, improve the student learning environment resulting in a 3% on "whole child" data and the CCRPI.

Action Step # 1

Action Step	Maintain PBIS (state model) implementation, training, and progress monitor by subgroups with varied stakeholder engagement.
Funding Sources	N/A
Subgroups	Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct targeted PBIS walkthroughs to review data.
Method for Monitoring Effectiveness	OSS subgroup data, PBIS data reviews and Parent satisfaction data reviews.
Position/Role Responsible	PBIS Teacher Leader, Prin, and District SEL Coord.,
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Action Step # 1

Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with GDOE and Oconee RESA support for PBIS.
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Action Step # 2

Action Step	Increase MTSS consistency based on implementation supported with training, and progress monitoring by subgroups.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct monthly MTSS progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: Academic Data (Benchmarks) and PBIS data review.
Position/Role Responsible	MTSS Coor Teacher, Principal, & District SEL Coor
Evidence Based Indicator	Strong

Action Step # 2

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

Action Step	Provide a SEL support services with an onsite Social Worker.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	School and District Personnel will conduct monthly SEL progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: SEL data (Satchel Pulse)
Position/Role Responsible	Superintendent / Principals
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Weekly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Community Service Board of Middle Georgia (Mental Health) and Fathers Among Us (USD ofHealth and Human Services)
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Action Step # 4

Action Step	Increase GSBA BOE level from "Quality Board" to "Distinguished Board" (focused on a safe, orderly, supportive environment where all are positive).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Board meeting reports from school and district admin, staff, and parent leaders.
Method for Monitoring Effectiveness	PBIS data summary, MTSS data, Satchel Pulse (SEL) data
Position/Role Responsible	BOE Chair & Superintendent
Evidence Based Indicator	Demonstrate a Rationale



Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GSBA
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Action Step # 5

Action Step	District Admin, Building Admin, and Teacher Leaders attend PBIS, MTSS, and SEL conferences and redeliver via workshops.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Review PL Calendars and progress monitoring reviews.
Method for Monitoring Effectiveness	45 Day Impact Checks: Academic Data (Benchmarks) and PBIS data review.
Position/Role Responsible	PBIS Coor Teacher, Prin, Dist SEL Coor.
Evidence Based Indicator	Strong

Action Step # 5

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE & RESA
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Action Step # 6

Action Step	Teacher Leaders and Parent Leaders lead Building Staff Capacity presenting at least 2 workshops for faculty and staff focused PBIS, MTSS, and SEL .
Funding Sources	Title I, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement
Method for Monitoring Implementation	PD Calendar, Parent Eng Calendar
Method for Monitoring Effectiveness	PBIS data Review, MTSS "movement" data, Satchel Pulse SEL (parent component data), Parent Satisfaction Survey.
Position/Role Responsible	PBIS Teacher Leader, Prin, District Parent Liaison
Evidence Based Indicator	Strong

Action Step # 6

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE & RESA
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Action Step # 7

Action Step	Build Parent Capacity with PBIS, MTSS, and SEL workshops incorporating parent leaders.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Eng Calendar
Method for Monitoring Effectiveness	Parent Satisfaction Surveys
Position/Role Responsible	District SEL Coor, District Parent Liaison
Evidence Based Indicator	Strong

Action Step # 7

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GDOE, RESA, Family & Parent Eng. Division
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Action Step # 8

Action Step	Make specific targeted community based efforts to increase shared community efforts (implement JCMS pilot Academic Parent Advisory Team (APTT) and maintain individual District / School Parent Advisory Councils (PAC), and Community Wide District Chat & Chew)
Funding Sources	Title I, Part A Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Parent Eng Calendar, District Leadership Mtgs
Method for Monitoring Effectiveness	Parent Satisfaction Surveys

Action Step # 8

Position/Role Responsible	Superintendents, District Parent Liaison
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)?	GDOE Training, FVSU Community Training Lab
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Action Step # 9

Action Step	Implement, monitor, and provide data driven supports for social emotional learning (SEL)
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 9

Method for Monitoring Implementation	Lesson plan / artifact, Satchel Pulse data
Method for Monitoring Effectiveness	Progress monitor SEL data
Position/Role Responsible	Principal, District SEL Coor
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)?	Satchel Pulse
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4. REQUIRED QUESTIONS

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

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>Notice of Intent to Transfer - Johnson County Schools is providing notice of its intent to transfer 100% of its earned: FY24Title II-A,-Improving Teacher Quality, and FY24Title IV- A -Student Support and Academic Enrichment funds toTitle I-A -Improving the Academic Achievement of the Disadvantaged funds. The funds will be drawn down separately, but aligned to support the Title I Program. The transfer funds will serve students in compliance with the Title I Program components relevant to the program's purpose and implementation. Johnson County School District requests input and feedback from all stakeholders to develop the District Improvement Plan. Teachers, Paraprofessionals, and staff provide input and feedback during the coordination of activities to improve the district via teacher leaders actively participating on monthly leadership teams and the Leadership Summit. Stakeholders provided feedback during this process to direct funds to support district activities. Each April, the district conducts a parent survey as well as a community input survey. This survey data is used and reviewed by District staff, Oconee RESA staff, and parents to support the development of the district improvement plan. Each May, the district hosts a Parent Input Meeting where data is provided and parents give advice. Similarly, each school hosts a series of spring Parent Input meetings. They are advertised in varied means and Parent, Community Leaders and our Oconee RESA meeting with the district for a two-day Leadership summit as meaningful consultation is provided. During the District Leadership Summit, leading contributors were parents and community members discussing key points and making sure that communication needs are being exchanged. Additionally, the district meets monthly on the County Collaborative with other agencies to seek input from other community partners. Being a small rural district, it is easy to seek input in the community at the district "Chew &amp; Chat" Community Talks as the District and School Admin host gatherings in the neighborhoods by offering refreshments and sitting to talk about the needs of the kids. The District Parent Liaison also serves as a board member of the Department of Family and Children Services which adds to our district's ability to seek advice pertaining to the needs of the students we serve.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>All schools in Johnson County Schools are Title I SchoolWide Schools serving Economically Disadvantaged students. Johnson County School District ensures low-income and minority children are not served at a disproportionate rate by ineffective teachers, out-of-field teachers, and inexperienced teachers. Johnson County monitors teacher assignments each spring by collaboratively assigning students based on an equal distribution process identifying gender, race, academic performance, behavior indicators and prior year placements. The administrators make final student placement decisions to ensure that low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Johnson County Middle school ensures equal access to teachers based on its size. Being a small rural school, there is only one teacher per content area per grade-level, thus all students are served by the same teachers in each grade level. Johnson County High School provides all students the same opportunities and access by either documenting a valid in-field certificate, or in the extreme situation of being out-of-field, the teacher would have a minimum of 3 years experience. Furthermore, with efforts of being forward-thinking district-wide, the school system is proactive in maintaining a diverse staff to try to mirror the demographics of the students with active recruitment efforts including not only predominately white institutions (PWIs) but also intentionally participating with teacher recruitment efforts at with Historically Black Colleges and Universities (HBCUs). The district has an active mentor program and is a member of the P-20 Collaborative with Georgia Southern, Savannah State, and College of Coastal Georgia. Since the pandemic in trying to maintain the P-20 Collaboration, the district also joined the team based in Middle Georgia. Hiring is completed by hiring teams and includes the screening of credentials alignment for positions as well as verification with PSC by the principals. These are all efforts to be proactive in hiring the most effective teachers. Out of field teachers are not hired unless every effort is made to secure an in-field person and only in extreme situations. Experience is verified. To be sure low income and minority students are best served, principals look at the place of these students to be sure no student receives an out of field teacher (due to extreme situations) during consecutive years.</p>
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Professional Growth Systems



Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Johnson County School District develops its staff with continuous professional growth opportunities for improvement. The Johnson County Schools professional development activities are evidence-based professional development activities that are provided each fiscal year. The need for each professional learning opportunity is data driven based on student data and / or the need for teachers, paraprofessionals, and administrators to stay abreast of GDOE updates aligned with content areas.</p> <p>An annual District Professional Development Committee meeting is held to assess the needs based on collected data. The team makes recommendations for the District overall professional development goals. The team is composed of district personnel, school personnel, and community stakeholders (RESA support). The outcome is data driven job-embedded activities based on student achievement data, classroom observation data (formal and informal), and evidence practices derived from state guidance from GDOE. They are system wide, school-wide, and or individualized for all personnel (admin, teachers, paraprofessionals, and others). Particular support is given to new teachers, teachers needing targeted support, and teachers not yet Professionally Qualified (PQ).</p> <p>The span of this system is inclusive of all staff as it targets career development. The system further requires all Administrators, both school and district level, and Instructional Coaches to have a minimum of two Professional Development trainings a year with at least one being offsite training.</p> <p>Johnson County Professional Development Goals</p> <ol style="list-style-type: none"> <li>1. To further develop Effective Leadership via an organization structure which yields systems to increase literacy (STEM Literacy).</li> <li>2. To enhance the Coherent Instructional System raising achievement in math, science, and social studies.</li> <li>3. To improve the Supportive Learning Environment and Family &amp; Parent Engagement as it focuses on "whole child" supports.</li> </ol> <p>Individualized professional development goals are set by each faculty member based on the student data and personal growth needs. Based on SIPs and the DIP, PD activities are guided by the Instructional Coach (approved by principal and PD Director) at the school level and Professional Development Director at the district level (in collaboration with the District Curriculum Team). The PD Director reports progress updates to the superintendent on monthly bases during district meetings. The school principals are primarily responsible for ensuring their staff learns and implements the PD strategies. Instructional Coaches coordinate PD activities at each school through job-embedded learning. Documentation of PD activities includes: monthly electronic PD calendars for the district and each school (approved by the superintendent at the district level and principals at the school level), sign in sheets with positions identified and agenda for each professional development community and all PD activities, shared PD artifacts from Lab Classrooms and videos. Instructional Coach in each building and the PD Director at the</p>
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Professional Growth Systems

	<p>district level are responsible for maintaining lists of all PL activities, sign-in sheets, agendas, and other artifacts to document admin, teacher, and other faculty participation. Artifacts are shared monthly to monitor the progress of professional development. Annually, the principals with the assistance of the Instructional Coaches will require all staff members in efforts to document Professional Learning Goals (or Professional Learning Plan) activities (artifacts from job-embedded training, conference (200.432), workshops/ seminars, college courses). Leaders and support staff will also maintain documentation of PD participation as verified by the immediate Supervisor and Professional Development Director. The information from the artifacts will be evident in the evaluation process to form district-wide data.</p> <p>Funding is used to support the economically disadvantaged students and impact the whole child. Primary needs are in instructional practices to provide evidence-based interventions. Professional development is shared and redelivered to help maximize implementation. Updates are shared with the superintendent, district level team, building teams, RESA, and parents. The goal is to share exceptional practices with as many stakeholders as possible allowing the community to have a shared vision and expectations for career development to support student achievement with professional growth.</p> <p>Professional Development monitoring meetings are held monthly. The system measures its impact at minimum twice annually with the Professional Learning Director and representatives from each school. Monitoring the impact on student progress reflects the effectiveness of professional growth. Professional opportunities are only as effective as the staff's capacity to increase student achievement.</p> <p>A core component of the professional growth within the district is provided to teachers by Instructional Coaches. Each Coaching Endorsed Instructional Coach gives broad and database targeted support to all staff. With a primary grade span and primary core content area, each is a champion of evidence-based practices in all content areas. This job embedded approach is additionally evident by model lab classrooms where practices are modeled.</p> <p>Each District Administrator (Program Director) and Building Level Administrator provides professional development at the district level as well as within the schools. This practice is also supplemented by the partnership with Oconee RESA. Teachers are identified as Teacher Leaders and contribute leading professional growth as well. This includes, but not limited to, an extensive Mentor Program. The JOCO Mentor program is a 3-year process with monitoring for those new to the school system, new to the field, or having received a promotion. There is ongoing collaboration and flow of professional learning.</p> <p>The extensive list of professional development includes:</p> <ul style="list-style-type: none"> <li>· Career Development: Georgia Leadership Institute for School Improvement (GLISI), RESA Job-Alike Cohorts, Leadership Book</li> </ul>
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Professional Growth Systems

	<p>Study, Endorsements: Reading, Instructional Coach, ESOL, MTSS, JOCO Leadership Summit, JOCO Monthly Leadership Mtgs, Paras to Teacher Program, and Teacher Induction / State Approved Teacher Internship</p> <ul style="list-style-type: none"> <li>· State and National Conferences: Leadership, Student Records, Federal Programs (including ESOL, Migrant, Homeless), CTAE, Assessment, and Family and Parent Engagement</li> <li>· Writing instruction support / monitor implementation</li> <li>· Sustain SBC / ongoing monitoring, Literacy instructional practices in All content areas (reading comp, writing, and digital literacy), D.O.K., and D.I. based on assessment</li> <li>· Georgia School Board Association (GSBA "Quality Board")</li> <li>· Developing Teacher Leadership</li> <li>· Coherent Instructional System: P-20 Collaborative, Increased training Multi-Tiered Support System focused on Behavior Intervention Plans (MTSS/ PBIS/ BIP), Focus on Instructional Norms (Increased DOK, D.I. based on assessment, and Digital literacy, 5 E's Model / S.T.E.M., SBC Inquiry Based Model (S.W.I.R.L), Student mastery (rubric, commentary)</li> <li>· Mentor Program: New Teacher (3 years) / New to School System (1 year)/ Promotion (3 years) support</li> <li>· Coach's Cycle / Impact Cycle – Job embedded PD</li> <li>· District wide PD Tuesdays</li> <li>· Instructional Technology (Google Classroom and Digital)</li> <li>· Supportive Learning Environment / Family &amp; Parent</li> </ul> <p>Engagement: Culture focused on vision and mission targeting "whole child" based on data: MTSS, PBIS, and Family &amp; Parent Engagement: Building Parent Capacity: MTSS, SEL, PBIS, Literacy (Birth to 5), Media focused on Cyberbullying, Target Behavior Intervention Plans (BIP ramping up MTSS)</p>
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PQ – Intent to Waive Certification

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

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> <li>1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or</li> <li>2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</li> </ol> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes, all teacher certifications are waived, except Special Education, Gifted Education, ESOL Program, and Federal funded positions. Further, Johnson County Schools does not waive certification for a Special Education teachers based on content field and grade level band for the purposes of issuing grades.</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>In the extreme situation where certification is waived, as evident by documentation in the challenge of the lack of qualified applications, the minimum professional qualification requirements for employment will include a 1) Clearance Certificate and a Bachelor's degree or 2) documented enrollment in a State Approved Internship Program.</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>designated as CSI or TSI). However, to ensure support of future identified schools, Johnson County Schools continues to direct federal funds based on the prioritized needs of At Risk / High Risk Schools. Funding is aligned with the SWP/SIPs (School Wide Plan / School Improvement Plan) and DIP (District Improvement Plan/ Strategic Plan) which are aligned with the CLIP's identified needs. The funds support economically disadvantaged students as we develop the whole child. Primary needs would focus on instructional practices to provide evidence-based interventions and professional development. This process ensures that expenditures not specified in these plans are not allowable.</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>	<p>Johnson County School District focuses on students being college and / or career ready. One major tool is the use of its Career, Technical, and Agricultural Education program. Students in CTAE classes have an opportunity to complete a pathway in their chosen area of interest. Courses are in place that have rigorous core elements, performance standards and skills necessary to prepare students to go directly into the workforce after high school, advance their educational training with college/technical school placement or military services. The district offers career pathways that are state approved and career enhancement programs. The CTAE program links academics with career knowledge, experience and opportunities. Work base opportunities are also provided through individual job placements, job shadowing and youth apprentice placement. The work base program serves 11th and 12th grade students who are at least 16 years old. These placements are directly related to a student's chosen pathway. Via the student advisement program, the goal is to prepare students to enter the world of work at any level, whether it is at entry level job placement or extending educational training through post-secondary school placement. Parents, students, teachers and counselors all work together to build every student a personal plan and support their chosen pathway. By preparing students through rigorous application of curriculum, leadership development, and community/business partnerships through work based placement etc., our system strives to equip students with the skills they need in order to thrive in today's workforce.</p>
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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>	<p>Johnson County School district supports and promotes strategies in each classroom that will maintain discipline while keeping students in the learning environment as we work for continuous improvement that supports the whole child. District wide, Positive Behavioral Intervention and Supports (PBIS) is in it's fourth year of implementation. The efforts are led by the PBIS Coordinator district level and each school's principal has a Teacher Leader PBIS Coordinator. This process is supported with professional learning and has a ongoing progress monitoring component. The approach has been revamped and aligned with the state model. The intent to to move with fidelity district wide. The goal of the PBIS strategies is to prevent disruptive behaviors without taking away from quality learning time. Strategies target as active engagement in a standards based classroom and rigorous learning supported with student exploration, differentiation based on assessment, and technological resources used in each classroom to prevent disruptive behaviors. When infractions occur, teachers handle all level one incidents without the assistance of administration and without removing students from the learning environment. When students choose to continue disruptive behaviors (Level two), administration handle each case swiftly and appropriately as to minimize the amount of lost instructional time and to reinforce the actions of the teacher.</p> <p>The district supports each school's PBIS team as they create new ways to maintain an effective learning environment across all levels of tiered rigor. Data is used by each PBIS team to target "high risk" areas. With the support of the district, each school's PBIS team (backed by district PBIS team) develops support strategies and interventions to reduce the occurrence of disruptive behaviors. Each school's PBIS program works closely with the MTSS process to intervene on an individual student basis as deemed necessary by their behaviors. A combination of offsite professional learning, consistent data reviews, Parent building capacity sessions, monthly BOE presentation, ongoing GDOE and RESA collaborations support to change in culture.</p>
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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>Johnson County School District uses a transition plan to support students and families prepare for new expectations at new grade spans. The Title I Director and Parent Liaison provide technical assistance to school principals and counselors help implement the transition process. For the elementary to middle school transition, middle school to high school transition, and high school to postsecondary education transition, county wide efforts encourage awareness for students and parents. The elementary school to middle school transition features "5th to 6th" Parent meeting night where the GDOE "toolkit" materials provide a foundation. It is followed the next day with a "Rising 6th Graders" school visit as the current middle school 6th graders become ambassadors. The middle school to high school process features a wealth of meetings specifically for upcoming 9th grade students and their parents. The high school advisement process begins as at this stage to be sure rising freshmen understand their pathways to postsecondary options. During the high school tenure, students are giving access to the Career, Technical, and Agricultural Education program. Students in CTAE classes, based on student interests and skills, have an opportunity to complete a pathway and prepare students to go directly into the workforce after high school, advance their educational training with college/technical school placement or military services. Work base opportunities are also provided through individual job placements, job shadowing and youth apprentice placement. The work base program serves 11th and 12th grade students who are at least 16 years old. Finally, the high school administrators and school counselor follow up with the advisement program to be sure students understand options which include dual enrollment. Dual enrollment allows eligible students to take college level coursework for credit towards both high school and college graduation requirements.</p>
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#### Preschool Transition Plans

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>Johnson County School District uses a transition plan to support students and families prepare for new expectations at new grade spans. Focused on the early childhood program, the elementary principal serves as the district Pre K coordinator. This position provides GDOE alignment for Johnson County Schools to ensure Kindergarten readiness. The Headstart to Pre K transition process is well developed. The district aligns with GDOE to be sure the program is monitored, in compliance, and extends varied opportunities for students and parents to make transition. The district collaborates with community based groups for quarterly meetings, participates in the local Headstart program functions, conducts parent workshops, a transition visit for students, hosts Pre K Registration night (with district language translation available), and provides additionally tools to build parent capacity. Additionally, the district's Special Education Director coordinates the Babies Can't Wait program. BCW provides early intervention services for at-risk children who have significant developmental delays or other diagnosed medical conditions. The school district provides a therapist to provide support for both programs. The district participates in parent meetings and community collaboration meetings with representatives from the agencies. All meetings are documented as the district monitors the family and parent engagement activities.</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>Not applicable for Johnson County Schools.</p>
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Title I, Part A – Instructional Programs



Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>The system of continuous improvement drives Johnson County's use of Title I funds. Title I funds in a School wide Program (SWP) are expected to demonstrate supporting use of funds to expand the school district's intent. Title I funds in a Targeted Assistance (TA) Program may only be used to for those identified targeted students. All Johnson County Schools are currently SWP. The federal program directors will provide technical assistance to principals and others in annually in appropriate procedures to support the budget process. Johnson County Schools directs Title I funds based on the SWP/SIP. Each SWP/SIP is aligned with the frameworks of the continuous improvement process. The funds will support economically disadvantaged students as we develop the whole child. Primary needs are in instructional practices to provide evidence based intervention and professional learning. Johnson County does not have any Neglected and Delinquent children, N &amp; D programs or facilities / schools. However, if a new N &amp; D facility opened within our geographic boundaries, then the students would be served. Consultation would occur between the Title I Director and the N &amp; D program or school</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

#### Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Johnson County Schools will support migrant students to assure equal access to a public education and implement measures to close the gaps that may result in migrant families. Special attention will be given to ensure the identification and requirement of migrant children will not be stigmatize or segregate them on the basis of their status. Johnson County Schools is a member of the consortium and is supported by the Abraham Baldwin regional office (ABAC). The school district uses the Occupational Survey Form to screen for migrant families and students. It is included as part of the initial registration and for students as they return to school each the school year. The school district obtains assistance from the appropriate Migrant Education Agency to obtain training on the rights of immigrants and migrants and support in reading non-English birth certificates. Based on the school registration, the migrant agency is contacted in writing for support and supplemental help for the families. The district is sure to move in a timely manner to support proper SIS coding and the transfer of school records to support migrant families and when feasible use the Migrant Student Information Exchange (MSIX) to link with other states via the national record databases. With the support of ABAC, all student records are used to ensure migrant students have appropriate enrollment, grade or course placement, and accrual of credits.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:ul</li> <li>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.</li> <li>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</li> </ol>	<p>Johnson County Schools is a member of the consortium and is supported by the Abraham Baldwin regional office (ABAC). The district will support migrant students to assure equal access to a public education and implement measures to close the gaps that may result in migrant families. Migrant students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs. With the support of ABAC, all migrant students' academic progress is monitored. In adequate, progress is met with supplemental resources including after school and/ or summer school support. The consortium not only provides supplemental home visits, but provides technical</p>
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Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	assistance, professional learning, and LEA technical assistnace with on-site visits and monitoring.
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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>	<p>Johnson County School System has previously and will continue to address the graduation rate for students with disabilities as a PRE-K-12 initiative. Based on the most recent annual performance summary for 2021-2022, Johnson County's graduation rate for students with an IEP graduating from high school with a regular diploma was 100%. This exceeds the identified target of equal to or greater than 71.55%. However, Johnson County's post school outcomes, did not meet the state target in any of the three areas: enrolled in higher education 16.67%, enrolled in higher education or competitively employed 50%, enrolled in higher education or competitively employed or some other employment 50%. In order to both improve our post school outcomes and maintain graduation rate, Johnson County Schools will:</p> <ul style="list-style-type: none"> <li>● Provide standards-based instruction to all students in the district using the Georgia Standards of Excellence, Pacing Guides, district-created benchmarks and having high expectations for all students.</li> <li>● Teachers will receive continuous training related to effective co-teaching strategies and specially designed instructions to ensure students instructional needs and accommodations/modifications are being met to promote academic success and increase student engagement and motivation.</li> <li>● The Director of Special Education and Special Education Case Managers will collaborate with Vocational Rehabilitation and the CTAE Director to coordinate participation in student IEP meetings, transition activities, High School High Tech programs, work-based placement programs for low incidence students within the school or community and participation in CTAE pathways and events in order to better provide these students with opportunities to gain and practice job skills and training.</li> <li>● Case Managers will continue to review transition plan goals every 9 weeks and progress monitor these as well as provide progress information with parents every 9 weeks. Professional learning is provided by the Special Education Director on Transition and Transition Assessments during designated monthly district special education team meetings. One on one support is also provided prior to each student's annual review by the Special Education Director regarding Transition Plan Assessments and Transition Plan writing. Transition plans are evaluated and monitored by the Special Education Director yearly. Peer review along with built in compliance checks (goiep) are completed yearly as well.</li> </ul>
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IDEA Performance Goals:

	<ul style="list-style-type: none"> <li>Johnson County Schools will continue to utilize the role of parent mentor to assist with supporting students and their families. The parent mentor has served and will continue to serve as an instrumental tool in assisting and directing families and students to supports and services outside of the school system leading to improved transitions. The parent mentor will continue to maintain a service log to include students name, parent name, grade level, disability and services/assistance provided, and follow-up information if necessary. Services include but are not limited to: visits to health agencies (DFACS, Medicaid office), attendance to IEP meetings, and home visits. The parent mentor and the special programs director will attend the yearly Fall conference for parent mentors and set a transition goals for the year.</li> </ul>
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<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.</p> <p>What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?</p> <p>Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>Based on the most recent annual performance summary for 2021-2022, Johnson County's preschool LRE data met the state target (6a 100%, 6b 0%, 6c 0%), but failed to meet the state target in preschool outcomes (7a 75%;40%, 7b 80%;40%, 7c 66%;60%). By attention to increased Child Find partnerships with the community and families in our district, Johnson County School System is actively providing strong transitions and identification of children within the 3-5 age population. The system reaches this population of children within the community home environment, daycare, local Head Start program and Babies Can't Wait. Johnson County provides ongoing coaching regarding developmentally appropriate instructional practices and behavioral supports for preschool children. Pre-K teachers participate in Professional Development that are planned by the District and placed on the District Calendar. Staff and teachers coach families through the path to agency and school-based resources. Collaborative planning and professional learning ensure high quality teaching and learning across preschool educational settings in our community as well as district programs. As referred by BCW, The Special Education Director generates and monitors transition meeting timelines to ensure compliance requirements. The Sped. Director monitors this timetable to assure the district meets compliance requirements. The BCW Coordinator contacts the Special Education Director and sets up a meeting date and time with the family. The pre-k teacher is included in this transition meeting as well. The BCW facilitator joins the transition meeting and provides support in successful transition from BCW to services beyond age 3. The Special Education Director collaborates with the Head Start Team along with community members during our annual fall meeting at Head Start. The director provides training at this time for all in attendance. Additionally, the Head Start Director and special Education Director meet every 3 months for additional support. The Special Education Director provides support and professional</p>
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IDEA Performance Goals:

	<p>learning to families and local daycare as well. This is completed through onsite visits twice a year with local daycare and twice a year presentations at the elementary school parent night. Our special education pre-k teacher collaborates with the general education pre-k teachers each month.</p> <p>She is also trained in Bright from the Start. Bright from the start training takes place off campus. Professional Learning and support is also provided by the lead pre-k teacher monthly. The Bright from the Start training is required annually. Johnson County School System offers a Summer Transition Program. This program is a 6-week long program that takes place during the summer. The curriculum is aligned with pre-k and kindergarten requirements. This is for the struggling population of students and allows support for up to 16 students each summer. Data is pulled from pre-k and head start in order to determine those that will be eligible to attend. There is a parent component as well. Training is presented each year to parents in order for them to understand the expectations for students and strategies they can utilize at home. The special education director collaborates with the system pre-school coordinator each spring to review placement for this program. Data is gathered through work sampling online (Bright from the Start). Teachers input this information over different areas of instruction for pre-k. The special education pre-k teacher, general education pre-k teacher, Pre-K Director and the Special Education Director will collaborate each spring on data that has been pulled from the teacher and Bright from the Start. This data has a print summary of each student in report form. This is a language inventory score report that ranks students. A social area is addressed as well. The team determines a focus each year. Within the Special Education Pre-K classroom students are engaged in music lessons, art lessons and social engagement activities. Students attend the special education pre-k program based on their IEP service times. Johnson County is currently implementing a universal screener for all pre-k, and head start students. This will take place each year. The Speech Therapist will offer strategies for the teacher to utilize. The Special Education Director and MTSS district coordinator monitor the implementation of this and the results. The Speech Therapist and MTSS Coordinator will deliver professional learning to the general education teachers and special education pre-k teacher each fall. The therapist will complete screenings each year on students from Head Start, BCW and the community who are seen as at risk for speech and language difficulties. In addition, Johnson County School Special Education Director collaborates each month with the GLRS. GLRS provides technical assistance each month. Services are also provided for the 3-5 population in the areas of Occupational Therapy and Physical Therapy. The Special Education Director collaborates with these therapists, Head Start, BCW, local daycare facilities and parents on identifying student's needs within the area of occupational and physical needs twice a year, and as needed throughout the year. Professional Learning is outlined each summer during the Johnson County School District Summit for all staff. During this Summit, the team locks in</p>
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IDEA Performance Goals:

	<p>monthly dates for the Special Education Team to meet. The director provides technical assistance during the scheduled monthly team meetings Child Find support is advertised to the public through our local newspaper, school web page, school digital sign, and front office postings at each of our schools. Additionally, we present at school level parent nights and place Johnson County Child Find brochures at local agencies and daycare sites. The Director of Special Education does a presentation during the fall of each year at the Head Start Collaborative meeting, the Johnson County Community Collaborative meeting and during our district-wide pre-planning PD forum.. The Special Education Director monitors staff and determines staff that require additional support through monthly classroom observations, monthly collaborative meetings and district level meetings, which include administration and pre-k coordinator. The Special Education Director has implemented a Preschool Entrance Data form and Preschool Exit Data Form for our students with exceptionalities population. The use of this form will ensure student outcomes are monitored and assist with reporting data in a meaningful and timely manner. Professional learning will be provided in the use of this form and data/assessment required during monthly sped. team meetings. This is delivered by the Special Education Director.</p>
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<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>	<ul style="list-style-type: none"> <li>● The Johnson County Special Education Director and Lead Special Education teachers will meet monthly to review district-wide academic progress of students, behavior, attendance, parent/teacher meetings, instructional interventions and strategies implemented, and other important information. During monthly meetings, The Johnson County Special Education Director and Lead Special Education teachers will review information, determine and plan required professional development and technical assistance for the department.</li> <li>● The Johnson County Special Education Director and School Administration will conduct two co-teaching classroom observations per month and provide feedback as needed. Findings from these observations will be reviewed in monthly Special Education leadership team meetings.</li> <li>● Co-teaching Teams from each school will be involved in a Co-Teachers Cohort that will meet throughout the year for training and planning. Trainings will be centered around instructional practices, effective planning, and implementation of accommodations and modifications within the co-taught classroom. The cohort will seek to bridge the gap between special education teachers and general education teachers and encourage a more "team" mentality both inside and outside of the classroom. Additionally, the co-hort will allow time for teachers to plan for lessons and discuss supports for students that they serve.</li> <li>● The Johnson County Special Education Director and Lead</li> </ul>
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IDEA Performance Goals:

	<p>Special Education teachers will also conduct progress monitoring checks. Progress Notebooks will be checked for two students per nine weeks per teacher or 4 students per teacher per semester. These checks will ensure that teachers are monitoring students goals and objectives effectively and efficiently in order to properly address student weakness and using student strengths to help propel them towards success.</p> <ul style="list-style-type: none"> <li>● Special Education Teachers, Speech Therapist, Occupational Therapist, Physical Therapist and other staff will meet throughout the school year for department meetings and will receive training related to District and State policy and procedures, Specially Designed Instruction, IEP Implementation, Effective Data Collection, and other Topics to ensure the FAPE of students with disabilities.</li> <li>● The Johnson County Special Education Director and Lead Special Education teachers will continue to monitor and check IEPs, BIPs and Transition plans for compliance and assurance that students comprehensive needs are able to be met via the IEP.</li> <li>● All schools will offer a complete continuum of services for students with disabilities. All schools offer inclusion in the form of consultative services, supportive instruction, collaborative services, and co-teaching services. All schools also offer more supportive services in the form for small group, home instruction, and hospital/homebound.</li> <li>● Alternative curriculums (Unique, TeachTown, etc.) will be offered to ensure FAPE of most significant students with disabilities are met.</li> <li>● Crisis Intervention Teams will be formed at each school that will include: General Teachers, School Administrators, Special Education Teachers and Special Education Specialist will be trained in Mindset de-escalation techniques to assist with behaviors. Additionally, a contracted behavior specialist will also assist in development of strategies and problem solving approaches to disciplinary issues.</li> </ul>
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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</p>	<p>All teaching, leadership, therapists and counseling teams will be provided professional learning in 2023-2024 regarding special education legal procedural guidelines and mandates. The system-level policy and procedures manual has been revised and has been issued to each special education teacher and school. The Special Education Director reviewed the changes to the manual during the teams monthly professional learning. The manual has been provided to the team in hard copy format and is available on the district's web page. Each year the team will review the manual during the fall and designated sections throughout monthly pre-scheduled team meetings. During the 2023-2024 school year, the special education director will collaborate</p>
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IDEA Performance Goals:

<p>noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely &amp; accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>with GLRS director and district liaison to review procedures manual and complete any needed revisions. Training will be provided as portions are updated. The Special Education Director determines the needs, based on audits and reports. This manual will follow the Special Education General Supervision Training as presented to all directors from GADOE with ESSA embedded guidelines. Due process, placement decision, and compliance requirements will continue to be presented during professional learning monthly team meetings. Professional learning includes monitoring of IEPs. Training is conducted utilizing an IEP Rubric and checklist. This is provided by the Special Education Director each fall and throughout the year during monthly meetings. Training for 2023-2024 will focus on procedural and substantive IEP compliance as well as effective implementation and progress monitoring of implementation. The Rubric provided by GaDOE for compliant IEPs and Implementation will be utilized. Training will be provided along with peer review during the team's monthly meetings. During monthly Special Education Team meetings, the director will redeliver technical assistance that has been provided during the RESA collaborative meetings held each month with GLRS. Special Education Teachers are required to re-deliver all professional learning they attend in the area of special education within one month of obtaining the training. This is monitored by the Special Education Director through sign off for professional learning. Johnson County School System has transitioned to the state program for writing IEPs, GOIEP. This program allows our system to run reports and check for compliance. Professional development will be planned for our monthly meetings based on the results of these reports. GoIEP will assist the system in making sure we conduct timely and accurate IEP meetings. Case Managers review their dashboards and monitor compliance as well as the Special Education Director weekly. In order to correct non-compliant items, support is provided in monthly department meetings and individual technical assistance is provided as needed. Non-Compliance areas that are found district wide are reviewed during monthly team meetings and policy and procedures for compliance are presented for review/discussion. The Special Education Director monitors timeline requirements utilizing go-reports. The spreadsheet sections related to evaluations are shared with the school psychologist as well. Through this collaboration, the team assures all timelines are being met. The Special Education director monitors additional timeline requirements through monthly spreadsheet review and delivers that information to the special education team during monthly team meetings.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

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

<p>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</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>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</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>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</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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<p>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</p>	<p>100% transfer of FY24 Title IV, Part A funds.</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>(100% of FY24 Title IV-A is being transferred to Title I-A. ) Johnson County School Based on the Professional Development Calendar and Family and Community Engagement Calendar will have on and offsite faculty and staff capacity building as well as opportunity for stakeholder input.</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>Intervention Effective - Adjust Activities/Strategies                  Yes, the district wide data either showed cause to move deeper with strategies and interventions or to maintain level of implementation. No actions showed cause, based on data, to be eliminated.</p>
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<p>Provide a brief description of LEA’s success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap 1: Student Achievement                  Equity Invention: Providing equitable access to student support programs and interventions in ELA                  Overall, all Johnson County School District efforts to reduce the Equity Gaps indicate activities are being maintained or moving to the next level of implementation based on the effectiveness. Based on the literacy and other core content data reviews at school and district levels, the pandemic continues to impact our progress with the equity gap. Data is monitored frequently to determine impact and progress of the interventions. Data driven decisions are made supporting fluid movement of students aligning with growth. The use of Interventionists to lessen Learning Loss using evidence-based strategies and interventions based on student data and frequent monitoring is the effort to reduce the Equity Gap.                  A conglomeration of efforts supports the districts' goals. The district has previously made great strides with the Multi-Tiered Systems of Support (MTSS) and maintains strong implementation of Positive behavioral interventions and supports (PBIS). The district coordinator position transitioned this year to a new district personnel hire. Each school has targeted Interventionist staff and PBIS Coordinators. These academic efforts (including goals targeting Effective Leadership, Parent Engagement as we bring together Literacy and STEM Equity with input of all stakeholders), instructional efforts, and whole child efforts (with a supportive learning environment) come together to provide equitable access. MTSS increased momentum is evident by reading response to intervention with district wide 83% of students being successful at Tier 1 instruction, 14% were successful when Tier 2 interventions were utilized, and 3% of students were successful when Tier 3 interventions were used. Based on the national RTI triangle model, the district</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>successfully followed and maintained the MTSS process. Additionally, the district provides each school with access to school-based interventionists. Although additional funding was added, each school has not maximized use of the allocation based on personnel hiring limitations. This has been an unfortunate situation since achievement data indicates data-based instruction from interventionists are where students seem to make the most gains. Supplemental support is also provided via tutorial programs. All students made gains including subgroups of Homeless and English Language students yielding 100% promotion rate across the district. The targeted support even included noted subgroups being celebrated in the Honors ceremony for excelling peers in achievement. District wide on the Georgia Milestone Assessment System (GMAS), remedial learning needs increased. As measured by 2022-2023 GMAS, the percentage of students indicated to be in the Remediate Learning mastery level of the Reading &amp; Vocabulary ELA domain ranges from 61% to 73% across all tested grades/courses. However, the focus on the sciences are evident with the partnership of literacy as district wide, GMAS scores in 2022-2023 for Johnson County Schools increased the overall percentage of students scoring proficient or above on Science GMAS (5th, 8th &amp; Biology) by 19%, when compared to 2021-2022. This increase in access via intervention support resulted in 2022-2023, Johnson County Schools met or exceeded 100% of RESA mean scale scores across all GMAS grades (content areas and courses). This represents a 6% increase from 94% in 2021-2022. Further, in 2022-2023, Johnson County Schools met or exceeded 26% of State mean scale scores across all GMAS grades (content areas and courses) which represents a 15% increase from 11% in 2021-2022 as trend data is used to gain insight on possible patterns.</p> <p>The District is also further developing its Whole Child supports to provide a strong foundation for academic supports. For years, the Positive Intervention Behavior Systems (PBIS) has been progressively developed. Additionally, the Multi Tier Supports Systems (MTSS) has had ebbs and flows with strongest implementation historically having been at the district's elementary level. The JOCO Whole Child Teams are expanding its reach to include more Mental Health and Wellbeing. During the pandemic, this area had a positive impact based on decreases in Attendance Data indicators: JCES decreased excessive absences by 6% and JCHS improved with a 36% decrease in unexcused absences. JCMS had an increase, however, of 12.54%. When students are present, ELA direct instruction is consistent.</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

<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 Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective - Adjust Activities/Strategies Yes, the district wide data either showed cause to move deeper with strategies and interventions or to maintain level of implementation.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Equity Gap 2: Student Achievement Equity Invention: Providing targeted teacher development (Math, Science, Social Studies) Johnson County School District aims to be inclusive of all student needs. Addressing gaps in coherent instructional practices as identified in data sources maximizes efforts to close equity gaps. The school district in addition to interventions uses professional development to offset needs. Student achievement and professional development in core content areas amplifies effectiveness. The use of targeted teacher development, feedback, model, and collaboration of instructional norms will lessen the Learning Loss based on student data and frequent monitoring. Johnson County School District is experiencing pockets of gains in core content areas. Johnson County Elementary School (JCES)'s Science scores increased by 18.42% from Spr. 2022 to Spr. 2023. science. Yet, Johnson County Middle School (JCMS) Science Proficient and Above went down 2.2% and Johnson County High School (JCHS) Biology – Level 1's have increased by 14%. Instructional practices in ELA also has had spurts with JCHS successfully in American Literature decreasing Level 1's and 2's by 14% and Level 3's and Level 4's increasing by 12% and 2% respectively. The area of science, technology, engineering, and mathematics (STEM) is not approached in isolation, but with the interconnectedness of literacy. The district uses targeted professional development for all instruction based on data. STEM Literacy has been the greatest need. The use of Instructional Coaches each providing concentrated efforts in STEM and literacy has demonstrated interventions based on formative student data. District wide the process of focusing on student data, providing job embedded instructional support with Instructional Coaches taking full responsibility for demonstrating evidence-based practices with student data being monitored sets the tone for providing timely interventions. This professional development is evident in model lab classrooms. There has been positive growth with the use of targeted professional development. In 2022-2023, Johnson County Schools met or exceeded 100% of RESA mean scale scores across all GMAS grades, content areas and courses. This represents a 6% increase from 94% in</p>
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Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan

	<p>2021-2022. In 2022-2023, Johnson County Schools met or exceeded 26% of State mean scale scores across all GMAS grades, content areas and courses. This represents a 15% increase from 11% in 2021-2022. JCHS successfully graduated 100% of its seniors and additionally 100% of all JCES students were promoted.</p> <p>Whereas strides are being made, based on data regarding Learning Loss, evidence-based interventions and strategies have pivoted. The district has continued to experience moderate success but subgroup data demonstrates a lack of equity with minority populations in Math / Science STEM related areas as well as Social Studies. Overall, there is a lack of diversity and explicitly we find it typical that our female students need more support in STEM, specifically with our student population in the areas of Math, Science, Technology, and CTAE. STEM Equity data reflects a lack of cultural competency and formalized plan to address equity. We find with our small rural district resources, <u>maintaining and increasing strong literacy practices and addressing STEM equity</u> are doable with a dual approach. The scope has been widened with the District Leadership team including Teacher Leaders and Parent Leaders focused on STEM aligned with Literacy. In addition to expecting documentation of lesson plan collaboration and feedback forms, the district is developing district wide narrowed monitoring tool common expectations for classroom practices which intensely review literacy and STEM instructional practices to review the consistency and impact of instructional norms and expectations. All Instructional Coaches maintain 2 lab classrooms with 1 required to address literacy and the other required to address STEM. Additionally, customized professional learning makes provisions for PL needs based on classroom observations, teachers' self-assessment, input from admin, and primarily student achievement data.</p>
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## 4. REQUIRED QUESTIONS

### 4.8 Overarching Needs for Private Schools

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

Title I, Part A	Johnson County has NO participating private schools.
Title II, Part A	Johnson County has NO participating private schools.
Title III, Part A	N/A Johnson County does NOT receive Title III, Part A funds.
Title IV, Part A	Johnson County has NO participating private schools.
Title IV, Part B	N/A Johnson County does NOT receive Title IV, Part B funds.
Title I, Part C	N/A Johnson County does NOT receive Title I, Part C funds.
IDEA 611 and 619	Johnson County has NO participating private schools.