



# Comprehensive Needs Assessment 2024 - 2025 District Report



Johnson County

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

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

#### Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Dr. Christopher Watkins
Multiple Program(s)	Federal Programs Director	Tecia McKay
Multiple Program(s)	Curriculum Director	NA
Multiple Program(s)	School Leader (#1)	Charles Howard
Multiple Program(s)	School Leader (#2)	Dr. Christopher Watkins
Multiple Program(s)	Teacher Representative (#1)	Starlet Taylor
Multiple Program(s)	Teacher Representative (#2)	Sallie Lunzmann
McKinney-Vento Homeless	Homeless Liaison	Tecia McKay
Neglected and Delinquent	N&D Coordinator	Tecia McKay
Rural	REAP Coordinator	Dr. Hannah Kiser
Special Education	Special Education Director	Dr. Hannah Kiser
Title I, Part A	Title I, Part A Director	Tecia McKay
Title I, Part A	Family Engagement Coordinator	Jennifer "JJ" Rowland
Title I, Part A - Foster Care	Foster Care Point of Contact	Tecia McKay
Title II, Part A	Title II, Part A Coordinator	Tecia McKay
Title III	Title III Director	Tecia McKay (transitioning to Kristyn Ivey)
Title IV, Part A	Title IV, Part A Director	Tecia McKay
Title I, Part C	Migrant Coordinator	Tecia McKay (transitioning to Kristyn Ivey)

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	
Multiple Program(s)	Testing Director	Dr. Hannah Kiser
Multiple Program(s)	Finance Director	
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Dr. Hannah Kiser

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	C. Howard / R. Bethea
Multiple Program(s)	High School Counselor / Academic Counselor	Nichole Shepard
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	
Multiple Program(s)	ESOL Teacher	Angela Tanner
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	ICs - Hightower, Jackson, Wheeler, Rowland
Title II, Part A	Bilingual Parent Liaisons	Stephanie Hernandez
Title II, Part A	Professional Organizations	Eddie Morris, Oconee RESA
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Chris Fields, BOE Chair
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Dr. Margaret Hightower, Business Owner
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	
Title IV, Part A	Technology Experts	Charlie Lindsey, Jerry Floyd
Title IV, Part A	Faith-Based Community Leaders	Reggie Joiner, for JOCO, CEO of Think Orange

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

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

#### Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	Patricia Salgado , ABAC Consortium
Title I, Part A	Parent Representatives of Title I Students	Serena Dixon / Patronia Scott / Devon Hodges
Title I, Part A - Foster Care	Local DFCS Contacts	M. Turner (Director, Johnson Co. DFACS)
Title II, Part A	Principals	C. Howard / R. Bethea
Title II, Part A	Teachers	S. Lunzmann / S. Taylor
Title II, Part A	Paraprofessionals	R. Merrion / K. Scott
Title II, Part A	Specialized Instructional Support Personnel	K. Rowland/ H. Hightower/ S. Wheeler / A. Jackson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Oconee RESA
Title III, Part A	Parents of English Learners	E. Guzman

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	E. Morris / N. Coneway / P. Roberson
Multiple Program(s)	Technical, College, or University Personnel	STC, GMC, OFLTC, EGC
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	District PAC Parent Leaders: Hodges, Scott, and Dixon
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Kristie Brantley
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	Sandra Clem
Migrant	Local Health Department Representatives	
Migrant	ABAC MEP Consortium Staff	Patricia Salado
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	
Special Education	Parent Mentors	Regina Lindsey
Title II, Part A	School Council Members	M. Brantley, C. Devero, J. Simmons, and D. Curry

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The Johnson County District Leadership Team continues to represent a varied group of stakeholders. The district includes administrators from the district and building level, teacher leaders, and paraprofessionals. Equally as important is the voice of the family and community. The District Liaison is key in supporting all meetings with parents. The Superintendent has created an environment where parents are always welcome and many times sit in on District Leadership meetings. Meetings are held at varying times on varying days and at varied locations. The district believes that many opportunities will give more stakeholders and opportunity to contribute. Not only does the district consistently include stakeholders in its meetings, the district and school representatives go to meetings of other community agencies.</p>
--	---

<p>How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?</p>	<p>As the district evolves with positive progress, stakeholder giving meaningful input in making deep rooted changes for student achievement becomes paramount. Stakeholders having a seat at the table and giving input as needs are assessed is the best way for the district to have a shared focus. Data is shared routinely. Not only at District and individual School Parent Advisory Council (PAC) meetings, PTO meetings, board meetings, community "Chat &amp; Chew" summer sessions, but at every board meeting teachers and admin have parents and community members review data findings and determine what are the needs of our students. In turn, the district data is also routinely featured in the local organ. Furthermore, each principal (with leadership team) and superintendent presents a State of the School</p>
---	--

	<p>(District). After presenting the State of the School (District) data for all content areas, attendance, discipline, and parent satisfaction based on survey (English and Spanish versions) results, the PowerPoints are uploaded to the school / district webpage. Feedback forms are identified on the website. The biannual data retreats also include parents and community stakeholders. These processes help us collaboratively analyze data to determine the needs of our students.</p>
--	--

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

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

#### Coherent Instruction Data

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

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

Coherent Instruction Data

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

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

Leader Keys Effectiveness System- Standard

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



Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

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

#### Effective Leadership Data

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

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

Effective Leadership Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

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

#### Professional Capacity Data

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

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

Professional Capacity Data

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

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

Leader Keys Effectiveness System- Standard

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



Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

Family and Community Engagement Data

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

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

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

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

#### Supportive Learning Environment Data

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

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

Supportive Learning Environment Data

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

Leader Keys Effectiveness System- Standard

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

Teacher Keys Effectiveness System- Standard

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

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

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

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<p>We used parent perception data from each school's Parent Satisfaction survey. Additionally, survey's were completed by students, parents, and staff to develop each schools Climate Star rating. Additionally, the district uses a Community Satisfaction survey as well. We have also begun to implement the parent survey data aligned with Social Emotional Learning (SEL) as we bring all stakeholders to the table to determine our SEL needs.</p>
<p>What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")</p>	<p>Based on the evidence, the students, parents, and staff are growing with satisfaction with student progress in Johnson County Schools. Previously, the Star Ratings had remained the same for each school rising from a "2/3" range to a consistent 3 Star Rating. The most recent years, a 4 Star rating has been reached and maintained. The data communicates trust is growing. Further analysis previously shared indications of the need to redirect all collaboration towards a culture of "children learning and succeeding." The discipline perception data did not align with the actual discipline data. The perception needed to be reshaped guided by actual real data and strong relationships with teachers as leaders and being a positive voice in the community. Academic growth would then need to be address. The SEL data aligns with the infancy stage of initiating a systematic approach to our SEL needs. With perception data greatly improving, the next phase is to move forward together.</p>
<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>Each school routinely reviews student data and collaborates (with district personnel, RESA and GDOE) as they address academic and behavioral deficiencies. The principal is responsible for maintaining the process and ensuring progress monitoring artifacts to support successful implementation of the school improvement plan (SIP). The superintendent leads the district team as progress monitoring is monitored at each school. The district program directors provide supplemental technical assistance. Monthly district meetings, data room walks, Impact Checks - 45 days progress monitoring meetings, mid-year Data review, and annual Leadership Summit are some of the components in place to provide technical assistance. Each school is required to maintain a SIP. The school's faculty, staff, and stakeholders monitor the SIP at least 3 times a year to measure progress and determine next steps including professional learning necessities. These are data driven decision based primarily on student</p>



	<p>achievement, parent input via surveys, and teacher interviews. Each school is additionally monitored during Impact Checks - 45 days progress monitoring meetings with the superintendent (review core content data, google classroom walks, attendance, peer observations, and other data). Additionally, the school shares the SIP and a "State of the School" data update on the parent tab on the school website. The district leadership monthly meetings to analyze varied factors help the district identify high risk indicators. Twice a year, the district will participate in District Leadership planning to thoroughly analyze data. This analysis determines weaknesses. This process allows the district to develop its district Improvement needs and goals as the school data is summarized. The district's strategic plan is based on the prioritized identified needs. We look at data, find root causes (using "Fishbone" and/ or "5 Whys", develop goals to support the development of the whole child, create detailed action plans.</p>
--	--

<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")</p>	<p>The process data identifies needs. It allows the district and each school to ask the "hard questions" as they look for root causes. The data allows the needs to be prioritized. We are involving in our leadership having crucial conversations based on the data. District wide, we are looking at data. However, digging deeper with subgroup data will help trigger more questions and more possible solutions. We are working on the routine of including subgroup data based conversations.</p>
---	--

<p>What achievement data did you use?</p>	<p>Johnson County School's data list: Get Georgia Reading (profiles by county), <a href="http://getgeorgiareading.org/data/find-data/">http://getgeorgiareading.org/data/find-data/</a> <a href="http://documents.atlantaregional.com/profiles/GEEARS/Johnson_Profile.pdf">http://documents.atlantaregional.com/profiles/GEEARS/Johnson_Profile.pdf</a>, GOSA - School Report card <a href="https://schoolgrades.georgia.gov/school-search?f%5b0%5d=field_district:95m">https://schoolgrades.georgia.gov/school-search?f%5b0%5d=field_district:95m</a> , State of the School, Oconee RESA data, GMAS, failure lists , discipline reports (PBIS reports), retention lists, SEL data, writing benchmarks, i-Ready, Student Attendance, , Teacher Attendance, Parent Satisfaction Survey, H.I.R. (IC interview with Teachers), Grad. Rate, Parent Contact logs, At risk lists, Google walks results, Peer Observation, PDPs (# of teacher per year), Teachers on "targeted" small group support with ICs (# of teachers by the month), Homeless, SWD, ELs, Migrant, DIBELS, CAMS, CARS, RI- Lexile, I Ready reading, I Ready Math, End of Year Assessments (K-2), Content areas Pre and Post tests, Tutoring data, IKAN (benchmarks), RTI data (Tiers) (# of students on each tier by the month)</p>
---	---

<p>What does your achievement data tell you?</p>	<p>Johnson County achievement data targets deficiencies in an organization structure to systematically increase literacy (reading, writing, digital literacy). Varied pockets of subgroup data reflect lack of progress for the instructional system to successfully diversity in gender and race in multiple content areas. Additionally, the SEL data reflects a direct correlation to the At Risk / Underserved population.</p>
--	--

<p>What demographic data did you use?</p>	<p>Subgroup data was analyzed.</p>
---	------------------------------------

<p>What does the demographic data tell you?</p>	<p>The leadership practices and instructional norms overall are not successfully impacting diversity in gender and race in multiple content areas.</p>
---	--

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

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

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

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>With the learning loss of the pandemic, gaps in instructional practices became more apparent. Some classrooms had standards-based instruction, while others classes were more teacher led/ teacher focused or used best practices occasionally, and still new teacher support needed to grow. With the increased need for instructional technology practices, the pockets of lagging evidence-based practices implementation efforts were more apparent. Social Emotional supports have also become an increased area of need. Small group instruction (academics and behavioral supports) based on formative assessments is the district wide expectation, but how the district and building admin supported this in everyday instructional practices varied. Strengths: Instructional Coaches in the classroom and onsite professional learning, Mentor Program (Peer Observations / PODS). Challenges: Consistency instructional in expectations with a focus on instructional technology access supporting literacy across the curriculum. Lack of a systematic SEL approach is problematic. Math and STEM have strong indicators of need.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Currently, the district has transitioned to a new superintendent. The superintendent was a previous principal and asst superintendent having prior knowledge of the leadership trends and patters. Several years of effort have been invested in building leadership. With advances being made, the historical data shows trends that need approaching from within the schools and in the community. Looking at birth to 12th grade data shows many inequities. However, with an eye on equity vs. equality, the data indicates continued crucial conversations are must. Whereas discipline is no longer a perceived deficiency, the "whole child" data is a picture of the learning environment as a broad picture. The culture of learning needs strengthening as teams move towards an academic focus. Strengths: Expansion of the leadership team to include Teacher Leaders and using data to support rationale. Challenges: Build trust (enough to have crucial conversations) / Needing expansion opportunities for parent leadership and community wide focus on data. Leadership refocus on SEL (students, staff, and families).</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Data is indicating success, although limited. All district goals were met with the exception of mathematics. Based on the increase in At Risk students, more intense support of literacy across the curriculum is needed. Strengths: Instructional Coaches in the classroom and onsite professional learning, Admin and Teacher Leaders beginning to lead PD. Challenges: Learning loss supported with Tier 1 and Tier 2 strategies Consistency in instructional expectations / Admin visibility</p>
--	---

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Parent data is on a steady increase. Data reflects more ownership in the district's academic growth for all children. The district is on the cusp of academics (literacy and STEM) being a focal point for the entire community. Strengths: Expanding Teacher Leaders, Parent Leaders, Academic Competitions, Challenges: Building bridges between prior to entering the elementary school / Birth to 5 literacy in the community / Building Parent Capacity / Building Staff Capacity</p>
--	---

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Multi Tiered Supports System (MTSS) data has increased in one third of the schools, but needs targeted support in the other schools. SEL data has holes that also reflect in the academic achievement data as well.</p>
--	--

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Small rural district where all students (100%) have free lunch and free breakfast based on CEP. Median Household income is \$35,243 while the state average is \$56,117 (Jan 2019). Healthcare is an issue with Johnson County have higher rates of Low birthweight babies, Children enrolled in WIC program, and teen pregnancies when compared to the state average. Strengths: Negative risk with alcohol consumption is below the state average and Johnson County Resource list of agencies. Challenges: Adequate healthcare (including mental healthcare).</p>
--	---

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Multi-Tiered Supports System (MTSS) data has increased in one third of the schools, but needs targeted support in the other schools. SEL data has holes that also reflect in the academic achievement data as well. Strengths: JCES is a "Title I Rewards" school, the district wide graduation rate is 90.3 Challenges: Since the pandemic, all students "not making progress" and "not meeting improvement targets" in most content areas. / Equity in Math and STEM are limit with diversity (gender, race) supports. / Birth to 5 literacy for kindergarten readiness</p>
--	--

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	is not consistently addressed within the community (school community relations).
--	--

### IDEA - Special Education

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

Strengths	Johnson County School Sp. Ed. program increased its district support and monitoring with monthly face to face meetings. The district now uses GO-IEP. This electronic process supported students, teachers, and parents with GDOE recommended practices. District wide focus was also placed on transition plans. Co-Teaching instruction has been a focal point of professional learning.
-----------	--

Challenges	Based on the data of Transitional Plans and Post Secondary outcomes, SWD students had no post secondary transitional activities with vocational rehabilitation services, high school high tech, and job readiness training. Based on additional data as we address the closing the gap in reading and math for the SWD subgroups, we need to ramp up instruction that addresses where students are (skill set) while simultaneously addressing grade level standards. This would in turn close existing gaps which exist for our SWD students in reading and math. The CCRPI data and benchmarks also reflect these instructional concerns in science and social studies as well.
------------	---

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

Strengths	Schools are more intentional about their school's Title I program. They are knowledgeable about the process and "own" it. The Veteran Principal understands the purpose and program. The Interm Principal is provided with an experienced Admin mentor with a focus on Title I and Title I Guidelines. Having previously been an Asst Prin in the same district, he is highly familiar with processes. They implement without hesitation. The District Parent Liaison is supporting principals with building staff capacity and building parent capacity.
-----------	---

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	Learning Loss and Data Driven instruction.
------------	--

## Title I, Part A - Foster Care

Strengths	Johnson County Schools has a strong alignment with community agencies and Foster Care Transportation Plan. The community agencies meet quarterly with a community collaborative sponsored by Family Connections. Varied resources are shared to benefit Foster Care students. Additionally, the Title I Director works closely with the Transportation Director. Ongoing training builds awareness of the transportation needs to be sure all Foster Care Transportation needs are met.
-----------	---

Challenges	Although the Foster Care program serves a minimal amount of students, the district wants to always be prepared to support the needs of Foster Care students. Johnson County Schools will continue to try to increase relationships with DFACS. When the occasion arises to need to work together to support students, strong relationships make a difference. The district is also committed to ongoing training internally (district personnel, bus drivers, principals, school office staff especially registrars) and externally (the Foster Care POC and Parent Liaison align with GDOE training) to sustain the efficiency of the program.
------------	---

## Title I, Part A - Parent and Family Engagement

Strengths	The schools are focus on developing Teacher Leaders (ready for "next level" parent leadership). Meetings and artifacts are routine and second nature. Data is being used more to direct parent conversations.
-----------	---

Challenges	Would like more Parent and Community Leadership to be evident targeting district - community relationships with a focus on literacy.
------------	--

## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	The district partnership with Abraham Baldwin Agricultural College (ABAC) Migrant Agency and member of the consortium.
-----------	--

Challenges	n/a
------------	-----

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	n/a (No N&D in Johnson County Schools)
-----------	--

Challenges	n/a
------------	-----

Title II, Part A - Supporting Effective Instruction

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

Strengths	(Transferring 100% of FY24 Title II-A and FY24 Title IV- A to Title I.) Planning PLC calendars have increased. It is also data driven. 3 of the 4 IC's have honed their skills with an IC endorsement. The new IC has strong classroom practices and will be supported with a veteran IC Mentor. All of the ICs completed an additional endorsement this year (3 in Reading and 1 in ESOL). They maintain 2 lab classrooms based on academic progress and instructional needs. Additionally, all admin are required to lead and monitor PD in addition to maintaining their own annual onsite and offsite leadership training.(s). Teacher leaders also lead the expectation for instructional practices through explicit teaching, modeling, feedback, and monitoring data for impact. District wide informal walks (Google walks) and Peer Observations are the norm.
-----------	---

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title II, Part A - Supporting Effective Instruction

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

Challenges	(Transferring 100% of FY24 Title II-A and FY24 Title IV- A to Title I.) Transitioning the focus from culture to instructional norms. It was necessary to begin with the roots of culture. The focus was split between culture and instructional practices. Now it is time to build bridges focused on instructional norms to support the whole child.
------------	---

## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	Varied instructional practices with automatic differentiation based on assessment can be commonly found district wide. Additionally, the small rural community is very much willing to embrace and celebrate diversity. The ESOL International Night continues to blossom. It is an annual event that in addition to ELs includes over 100 non EL students.
-----------	---

Challenges	n/a Based on the data, our ELs and our 1 immigrant student, perform at least as well as our non-EL students.
------------	--

## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	Johnson County does not receive Homeless funds. However, it supports McKinney Vento with School Wide Title I funds, professional learning, and collaboration with community agencies. The district works diligently to ensure each school's enrollment process is sure to identify potential homeless students with the Occupational Survey. Ongoing district training with school principals and registrar focuses on making sure Homeless students enter school without delay, barriers, nor restrictions. Once identified, targeted support is provided to align with free transportation, free breakfast / lunch, and heightened attention
-----------	--



# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

	from school counselors to progress monitor academics and attendance. If needed based on progress monitoring, tutoring and interventions are provided as homeless students have high priority. Additionally, the school district is a member of the Family Connections' quarterly community collaborations. This network shares varied opportunities as agencies work together to pool resources.
--	--

Challenges	Although Johnson County Schools does not receive Homeless funds, it does use other funding to try to minimize any challenges for the homeless program. The district needs to maintain onsite and offsite Homeless training. Being a small rural district, where each person covers several positions, this causes a challenge. However, the district personnel including but not limited to the Homeless Liaison, needs to ensure off site training is maintained, redelivered and monitored. Additionally, integral training between the district and school personnel including the school registrar, school counselors, and principals is paramount in maintaining and improving the structure of the homeless program that meets the needs of the students.
------------	---

## Title IV, Part A - Student Support and Academic Enrichment

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

Strengths	Transferability to Title I. Funds used to supplement Title I as it addresses student needs.
-----------	---

Challenges	Transferability to Title I. Funds used to supplement Title I as it addresses student needs.
------------	---

## Title I, Part A - Equitable Access to Effective Educators

Strengths	All Johnson County District students have equitable access to effective educators. Administrators monitor the Professional Qualifications of all teachers. Instructional Coaches are provided to support new teachers (each also having an assigned mentor) as well as enhance veteran teachers. Class rosters are developed to ensure students have equitable access to veteran teacher instruction with special attention based on student subgroups.
-----------	---

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Title I, Part A - Equitable Access to Effective Educators

Challenges	Small rural district with the nearest college, Teacher Preparatory program being approximately 60 miles (120 round trip). Teacher recruitment efforts are sometimes difficult. The district has adjusted to using virtual platforms for teacher recruitment as well as in person.
------------	---

## Title V, Part B - Rural Education

Strengths	Johnson County School personnel is highly focused on providing targeted support to the close achievement gap using STRONG evidence based practices to lessen learning loss (targeting literacy).
-----------	--

Challenges	Johnson County Schools is using REAP funding to provide supplemental personnel to address the achievement gap. Currently, the latest summative data reflects improvement with literacy data with the greatest growth at Johnson County Elementary. However, the Readiness portion of the CCRPI Achievement Component reflects all schools below the state aligning with the students' reading readiness. JCES 79.1 (state 80.9), JCMS 70.5 (state 82.8), and JCHS 70.2 (state 74.5). Based on frequently monitored formative data including lexile scores and other measures of the At Risk lists, the learning loss resulting from the pandemic (including changes in attendance, instructional model, and social emotional health) has created an increased need to provide more personnel to better implement STRONG evidence based practices. Small group instruction via a Literacy Interventionist will create better foundational schools for elementary readers. The funds would be used to recover and build upon the momentum with literacy achievement.
------------	--

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Leadership development and Family / Parent Engagement an organizational system to increase literacy (reading writing, digital literacy) and Math / Science (STEM and CTAE).
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Coherent Instructional System to increase mathematics, science, and social studies.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
---------------------------	--

Overarching Need # 3

Overarching Need	Student Learning Environment for the whole child (PBIS, MTSS, SEL).
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
---------------------------	--

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

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

**Overarching Need - Leadership development and Family / Parent Engagement an organizational system to increase literacy (reading writing, digital literacy) and Math / Science (STEM and CTAE).**

Root Cause # 1

Root Causes to be Addressed	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)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	
----------------------	--

**Overarching Need - Coherent Instructional System to increase mathematics, science, and social studies.**

Root Cause # 1

Root Causes to be Addressed	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)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 1

Impacted Programs	Title I, Part A - Parent and Family Engagement Program
-------------------	--

Additional Responses	
----------------------	--

Overarching Need - Student Learning Environment for the whole child (PBIS, MTSS, SEL).

Root Cause # 1

Root Causes to be Addressed	Learning Loss based on whole child needs ("before the academics" then the academics)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
----------------------	--