



Comprehensive Needs Assessment 2021 - 2023 District Report



Greene 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	Chris Houston
Multiple Program(s)	Federal Programs Director	Rotonya Rhodes
Multiple Program(s)	Curriculum Director	Rotonya Rhodes
Multiple Program(s)	School Leader (#1)	Ashlie Miller
Multiple Program(s)	School Leader (#2)	James Peek
Multiple Program(s)	Teacher Representative (#1)	John Buckley
Multiple Program(s)	Teacher Representative (#2)	Jean Petway
McKinney-Vento Homeless	Homeless Liaison	Jennifer Newkirk
Neglected and Delinquent	N&D Coordinator	Rotonya Rhodes
Rural	REAP Coordinator	Rotonya Rhodes
Special Education	Special Education Director	Barbara Ross
Title I, Part A	Title I, Part A Director	Rotonya Rhodes
Title I, Part A	Family Engagement Coordinator	Barbara Fuqua
Title I, Part A - Foster Care	Foster Care Point of Contact	Jennifer Newkirk
Title II, Part A	Title II, Part A Coordinator	Tara Burdette
Title III	Title III Director	Barbara Ross
Title IV, Part A	Title IV, Part A Director	Tara Burdette
Title I, Part C	Migrant Coordinator	Barbara Ross

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	Rotonya Rhodes
Multiple Program(s)	Testing director	Kevin Strickland
Multiple Program(s)	Finance director	Dean Ware
Multiple Program(s)	Other federal programs coordinators	Tara Burdette
Multiple Program(s)	CTAE coordinator	John Ellenberg
Multiple Program(s)	Student support personnel	Barbara Ross

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal representatives	DeAndra Lanier
Multiple Program(s)	High school counselor / academic counselor	Ava Weaver
Multiple Program(s)	Early childhood or Head Start coordinator	Priscilla Jones
Multiple Program(s)	Teacher representatives	Carolyn Cunningham
Multiple Program(s)	ESOL teacher	Beth Clifton
Multiple Program(s)	Local school governance team representative (charter systems only)	N/A
21st CCLC	21st CCLC program director	N/A
21st CCLC	21st CCLC site coordinator or data specialist	N/A
Migrant	Preschool teacher	N/A
Special Education	Student success coach (SSIP)	N/A
Title II, Part A	Human resources director	Russell Brock
Title II, Part A	Principal supervisors	Thomas McClendon, Rotonya Rhodes
Title II, Part A	Professional learning coordinators	Tara Burdette
Title II, Part A	Bilingual parent liaisons	Tara Thompson
Title II, Part A	Professional organizations	N/A
Title II, Part A	Civil rights organizations	N/A
Title II, Part A	Board of education members	N/A
Title II, Part A	Local elected/government officials	N/A
Title II, Part A	The general public	N/A
Title III	Refugee support service staff	N/A
Title III	Community adult ESOL providers	N/A
Title III	Representatives from businesses employing non-English speakers	N/A
Title IV, Part A	Media specialists/librarians	Verely Dotson
Title IV, Part A	Technology experts	Kevin Strickland, Christa Deissler
Title IV, Part A	Faith-based community leaders	

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

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

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Zanobia Brown
Multiple Program(s)	Private School Officials	All private schools declined services
Migrant	Out-of-School Youth and/or Drop-outs	Barbara Ross
Title I, Part A	Parent Representatives of Title I Students	Aimee Yrlas Simpson
Title I, Part A - Foster Care	Local DFCS Contacts	Maxine Green
Title II, Part A	Principals	Russell Brock
Title II, Part A	Teachers	Megan Hollingsworth
Title II, Part A	Paraprofessionals	Panzy Jernigan
Title II, Part A	Specialized Instructional Support Personnel	Tanya Ansley
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Vicki Albanese
Title I, Part A	Parents of English Learners	Claudia Romero Duenas

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	N/A
Multiple Program(s)	Technical, college, or university personnel	N/A
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	N/A
21st CCLC	21st CCLC advisory council members	N/A
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	N/A
Migrant	Migrant PAC Members	N/A
Migrant	Local farmer, grower, or employer	N/A
Migrant	Family connection representatives	N/A

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	N/A
Migrant	Farm worker health personnel	N/A
Migrant	Food bank representatives	N/A
Migrant	Boys and Girls Club representatives	N/A
Migrant	Local health department representatives	N/A
Migrant	ABAC MEP consortium staff	N/A
Migrant	Migrant high school equivalence program / GED representatives	N/A
Migrant	College assistance migrant programs	N/A
Neglected and Delinquent	Residential facility(ies) director(s)	N/A
Special Education	Parents of a student with disabilities	N/A
Special Education	Parent Mentors	N/A
Title II, Part A	School council members	N/A

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>The district asked each school to send representatives from their leadership team to help revise the CLIP. Leadership teams consist of teachers, administrators, and support staff. Additionally, all district level leaders and support staff (social worker, administrators, special education support staff, technology staff, and communications coordinator) were invited to participate. Additionally, we sent invites to parents and community members via social media, the local newspaper, and the local radio station.</p>
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<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>We had a leadership summit, in which a portion of the agenda were dedicated to the needs assessment and data analysis. We surveyed parents, community members, and staff for additional feedback. Parents were given an opportunity to participate through the annual CLIP meeting and through surveys/questionnaires made available at various school meetings.</p>
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

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

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
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.	
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
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	1. 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	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	3. 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	4. 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	1. 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	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	4. 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	1. 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	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	3. 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	4. 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.	2.48
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.	2.35
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.	2.30
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.21
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.	2.17
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	
4.Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.13
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.	2.1
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.	2.13
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.	2.13
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.48
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.	2.52
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.	2.35

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.	2.30
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.30
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.	2.35
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.	2.61
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.30
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.42
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.30
5.Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.30
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.	2.35
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.	2.61
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.30
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.32
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.	2.42
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.29
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

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

Family and Community Engagement Data

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

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

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

Family and Community Engagement Data

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

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

Leader Keys Effectiveness System- Standard

Standard	Score
2.School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.52
8.Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.30
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.29
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.48
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.	2.52
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.	2.35
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.	2.30
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	2.30
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.	2.35
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.	2.61
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.30
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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.	2.32
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.	2.21
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.	2.17
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.13
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.	2.1
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.	2.13
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.3
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.	2.13
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.	2.42
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.29
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY19)	

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, blying, 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>Perception data was collected through Survey Monkey from multiple stakeholders. Including school personnel at all the district schools, parents, and community leaders and business member. There is also a survey with CLIP guiding questions that solicited additional community responses.</p>
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<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>The majority of people surveyed believe that we have a positive school environment. The data also tell us that teachers want more advanced professional learning in reading. Additionally, staff believe that professional learning should be differentiated and applicable to their specific areas. Teachers wanted professional learning on how to work with specific subgroups (economically disadvantaged and students with disabilities).</p>
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<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>We used the following sources of process data: school bell schedules; the district bus/transportation schedule; the lesson templates and pacing guides; district non-negotiable instructional practices; district walkthrough tool; the district assessment calendar; the district academic calendar; Educator’s Handbook (discipline referral) data; and documents from Professional Learning Communities.</p>
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<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>Our data told us that we lacked consistency in our implementation of literacy instruction and that we needed to develop a district, comprehensive literacy plan. Our data also told us that we needed to add structure to our Professional Learning Communities. Additionally, data told us that we need to emphasize rigor in instructional planning and delivery. Data also told us that we needed to adjust bell schedules/bus schedules to ensure that adequate instructional time was built into the school day at each school.</p>
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<p>What achievement data did you use?</p>	<p>Various sources of achievement data were displayed and analyzed at the Leadership Summit. Attendees analyzed GMAS data, local NWEA scores, and student grades.</p>
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<p>What does your achievement data tell you?</p>	<p>Based on data, attendees agree that a continued focus is Literacy and numeracy across the district. Behavior and discipline also highlighted areas of concern based on numbers of days missed from instruction. Although students are making progress, the district continues to perform lower than the state average in literacy and math.</p>
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<p>What demographic data did you use?</p>	<p>A study of the districts demographic data was displayed during the Leadership Summit. Data included attendance rates for each school, student enrollment data, discipline data, gifted data, poverty data, and school vs. district demographic data comparisons.</p>
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<p>What does the demographic data tell you?</p>	<p>The data showed enrollment is rising in all schools, but more quickly at the charter school. Our Hispanic population also continues to grow quicker than the other ethnicities. There are also discrepancies in demographic population at the charter school vs. local district schools.</p>
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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>Overall, we feel that we are operational in this category. We have processes in place for the instructional system, however, monitoring and evaluation needs to be increased. We are improving in literacy instruction, but we must continue to grow in this area, as evidenced by the data. Positive learning environment is also a strength according to walk-through data. We have adequate resources, however, training and utilization needs to increase in order to become more effective. Communication across schools is a challenge. We have also completed district comprehensive literacy and numeracy plans. We need more time for vertical alignment and meetings.</p> <p>The High School has analyzed their schedule and reflected on student needs. High School ELA with Drama Certification was able to offer Drama I during FY19 for the first time. Drama II has been added for the FY20 year. Students have access to more well-rounded courses and are able to participate in different electives including new pathways in the College and Career Academy, the addition of drama courses, and the addition of dual enrollment courses. In an effort to offer more AP offerings, AP Human Geography was added to the course schedule for FY20, as well as a college writing seminar class to better prepare our students to succeed in AP courses with more writing. A real focus is dedicated to support AP teachers to increase student achievement in those courses.</p>
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<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>Five-year strategic plan is implemented at the each building. We need to improve on district operation inconsistencies. Continued transparency across all stakeholders. CTAE Director and CEO of the College and Career Academy continue to work with Athens Tech to offer more Dual Enrollment and AP courses at the high school. Each school has an action plan that is monitored three times per year by district leadership.</p>
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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>We emphasize the importance of differentiated/personalized Professional Development and requested PD.</p> <p>Consistency is vital. When Professional Learning is delivered, it needs to be implemented in everyone's classroom and they need to stick to it. More administrative accountability to check in. Ensure monitoring of PL to guarantee implementation. Expectations across the board (i.e. all Wilson Reading trained teachers accountable for delivering instruction) need to be clearly defined.</p> <p>More time is needed for training regarding district programs and the technology to implement online programs (NWEA, Study Island, Performance Matters, Google, Etc).</p> <p>We need to direct more professional learning resources towards Pre-K to 4/5 to increase language and oral skills. Foundations was implemented during FY19 for grades Pre-K through 2nd. 3rd Grade will begin implementing in FY20 to further support students and build a stronger foundation.</p> <p>We need to direct more resources toward professional learning in mathematics across all grade levels. Both Georgia Milestones Scores and MAP scores show deficiencies in mathematics, and we will ensure that teachers have the professional learning needed in both content knowledge and pedagogy.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Schools are making a concerted effort to engage parents in parent involvement activities, but we need to understand the root cause of why parents are not attending the many events that are planned (even in elementary). Parent involvement needs to be an expectation. (Parent involvement is extremely high at the pre-k level, which is one of our strengths in this area).</p> <p>Our translation needs are also growing, as we have an increasing Hispanic population.</p> <p>Strength: School consolidation will help ensure parents receive news regarding their student now that elementary grade levels are combined.</p> <p>Strengths: We hired a family engagement specialist for the district. in 2021. We have hired a full-time wraparound specialist and an additional social worker who will work with families and schools to improve engagement. We utilize several tools to communicate with parents including School Status (a two-way communication tool adopted in 2021) and several social media platforms. We are also implementing a district parent advisory council to get regular input from parents regarding their needs and our school improvement efforts.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We observed a pattern of concerns regarding the safety of students, specifically regarding the facilities. Concerns included key card entry, broken doors, phones not working, and inconsistency of intercom systems. .</p> <p>We have made several improvements to enhance the physical safety of our buildings, including installing and repairing our key card entry system and repairing the intercom systems in our schools. Additionally, we have a district safety team, consisting of an administrator from each building, that meets monthly to discuss any safety concerns and to be proactive in our approach to</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>the health (physical, emotional and mental) of our students and staff.</p> <p>Area for improvement: We need to continue to work to ensure that our MTSS/RTI process is more consistent to help all students.</p> <p>Inconsistencies in RTI to help support all learners.</p> <p>Trends and patterns- Social Worker has helped support students immensely. Staff members are excited to see that each school will have its own nurse next year to ensure all students are safe at school.</p> <p>The district has revised its alternative school design and developed a program for non-traditional students that we call the RISE program. The program allows high school students to have flexible scheduling, work at their own pace, and participate in some learning activities virtually.</p> <p>Strength- the high school staff visited a neighboring district's RISE program model for a true alternative education setting. Students with extreme behavioral difficulties or students who need an alternative setting to be successful (or prevent them from dropping out) are eligible to enroll in the RISE program. The program was approved and will be added to the High School in FY20.</p> <p>The district is current implementing social emotional learning (SEL) curricula at all schools and we are fully implementing PBIS. We need additional professional learning in the area of SEL and more fidelity in implementing the curriculum. Professional learning must include ways to engage parents in the process of SEL.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>One trend is that overall enrollment of the district is increasing, but the increase is only occurring at one school. Enrollment has been relatively low in all other schools over the past several years. Our local budget has been consistent over the past few years, but we are noticing a decrease in federal funds, especially Title I and Title II.</p> <p>We are consolidating schools this year (reducing our number of schools from 5 to 4). We believe that this decision will improve efficiency in school operations.</p> <p>With a recent influx of ESOL students in our district, more teachers need PL supporting these students. To prepare for these needs, select teachers at each school will receive an ESOL endorsement so the district is fully prepared to serve these students as enrollment increases.</p> <p>Other demographic trends include a declining gifted population and a decrease in the percentage of students in poverty.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We are showing growth in student achievement in literacy. One trend seems to be that we continue to make great gains in student growth in this area, but our challenge is moving from student growth to student achievement. We also need to make improvements in student achievement in mathematics.</p>
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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.

<p>Strengths</p>	<p>The Department of Special Education and Student Supports continued implementation of evidence-based reading programs in grades Pre-k through 2nd. This intensive focus on phonemic awareness, phonics and fluency with the Foundations (Grades Pre-k -3rd) and Wilson reading programs (Grades 2-5) supported basic reading skills for students with disabilities. Training was provided for all teachers and administrators. On-going support was provided by a reading consultant who worked in the individual schools throughout the year. The district will continue this effort during the 2021-2022 school year with the addition of Wilson in grades 9-12 for students with disabilities.</p> <p>The district improved graduation rates and decreased dropout rates for high school students with disabilities through the continued use of the SSIP process which monitors students who are at risk in the areas of attendance, behavior, and/or course completion. The MTSS teams at the schools meet monthly to discuss students who are struggling in these areas. At risk students are assigned mentors in one of two categories. Students at risk are assigned a Greene Mentor who supports the student at least biweekly. Students with a need for intensive support are assigned a Check and Connect Mentor who commits to work with the student and their teachers and families for one hour per week for two years.</p> <p>Continued work with Babies Can't Wait will help with early identification and services for young students with disabilities (in the 3-5-year-old age range). This support will include in-district classrooms and identified students with needs in the local community/other care entities. The Greene County School System works to achieve 100% compliance in meeting timelines for initial eligibility, eligibility data reviews, and Babies Can't Wait (BCW) preschool transitions.</p> <p>Implementation of Positive Behavior Interventions and Supports (PBIS) supports positive learning environments for all students in our district supports work to reduce number of Black SWD with removal from instruction through OSS/ISS. The Department of Special Education implemented a Universal Behavior Screener in grades k-8. The data is used to support student requiring mentor support, a functional behavior assessment, or a behavior intervention plan. Monthly discipline meetings are held at each school to support best practices in discipline of students with special needs.</p>
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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.

Challenges	<p>Students with disabilities continue to demonstrate weaknesses in both math and reading and math. Scores obtained through NWEA and GMAS reveal deficits in reading and math for students with disabilities. The district faces challenges in ensuring that proper interventions are being provided at the appropriate intervals in order for student to progress in the general education curriculum. The district sometimes struggles to monitor fidelity of implementation of Wilson programs.</p> <p>OSS for Black SWD remains a challenge and the district is supporting this effort in several ways. First, the district will continue Mindset Training at all schools and continue PBIS implementation. The district has hired a Special Education Coordinator who has training as a Board-Certified Behavior Analyst who will support students with specific behavior plans as well as train administrators and teachers in an effort to build capacity at the school level. The district has entered a partnership with Cooper Behavioral Consultants and Comprehensive Behavior Change to support individual student behavior and implementation of discipline rules. Research for grades 4th-5th. Administrators have been trained on the laws and guidelines related to discipline of students with disabilities.</p> <p>Teachers of SWD continue to require training in progress monitoring to ensure that student goals are monitored and to inform instructional practices. The district will hire a consultant to train all teachers in the district in job embedded ongoing professional learning throughout the year. This training will support improved processes for monitoring progress, reporting progress, and utilizing this data to improve student outcomes. Additionally, training related to choosing, implementing, and documenting appropriate accommodations for students with disabilities Is needed for special education staff at all levels.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Title I A has enabled us to provide instructional coaches at all buildings; provide after school, summer school, and Saturday school for our most at-risk population; professional learning; and provide supplemental learning materials (i.e. Software and consumable printed materials) to the general curriculum. We have also provided a reading intervention teacher for elementary students and a math intervention teachers for both elementary and middle grades.</p>
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Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	<ul style="list-style-type: none"> -High poverty rate at almost all schools. -Balancing academic needs with meeting the social emotional needs of our students. -Recruiting and retaining highly qualified teachers to rural location.
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Title I, Part A - Foster Care

Strengths	<p>Local collaboration with other local agencies.</p> <p>Our social worker attends several trainings throughout the year to learn to support our students in foster care.</p>
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Challenges	<ul style="list-style-type: none"> -Our foster children are very transient, making it hard to provide effective services. -Providing transportation for students can be challenging when the students live in our district but attend their home school in other districts.
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Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> -We have a parent engagement coordinator in district. -Partnership with local Family Connections. -Parent liaison for parents of children with special needs. -We have a wraparound services coordinator to help make parents aware of services throughout the district. -High level of parent engagement for our pre-k students. -We are a Get Georgia Reading Campaign Community, which we use to engage parents in literacy for ages birth to eight years old. - We recently implemented a Social Emotional Learning (SEL) initiative, which has a parent component. -Our school social worker meets with the parents of our most at-risk students making them aware of various services as well as the importance of school attendance.
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Title I, Part A - Parent and Family Engagement

Challenges	<ul style="list-style-type: none"> - At the middle and secondary levels, there are low parental responses to outreach efforts. - There is a lack of public transportation to help transport parents to and from school parent engagement events/opportunities.
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Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	<p>The Greene County School System demonstrated strengths in supporting migrant students academically in the areas of ELA and Math. This is evident three migrant students (grades 3 and 4) at Greensboro Elementary scored Developing Learner or higher on the Milestones in ELA and Math and one of those students scored Distinguished in both reading and math. One hundred percent of migrant students at Anita Carson White Middle School scored Developing learner in ELA. The Greene County School System supported migrant students in achievement as demonstrated by final annual grades. One hundred percent of migrant students (4 students) at Greensboro Elementary passed all classes during the 2018-2019 school year. One hundred percent (3 students) at Carson Middle School passed all classes during the 2018-19 school year.</p>
	<p>Because we participate in the migrant consortium, our strengths are the support and guidance we receive from the consortium personnel. Through this cooperative work, our district is able to identify students who would potentially qualify for services in the migrant program. The district distributes the Title I, Part C Occupational Survey to students who are new to the district. The GAMEP staff at ABAC uses these forms to determine migrant eligibility for students who are not in the MSIX system. The district registrar seeks to ensure file completion within a one-week period following up as needed with the previous school. Additionally, district staff provides information to the ABAC staff related to student progress (grades), health information (immunization) and other pertinent data as Migrant Student Information Exchange (MSIX) to transfer school and health records for migrant students. MSIX is used to make migrant information available to authorized school personnel and to support them in making decisions on student enrollment, grade or course placement, and accrual of credit. The district staff checks the MSIX system on a monthly basis to determine if migrant students have moved into or out of the district. This information is coordinated with the GAMEP consortium through Abraham Baldwin Agricultural College (ABAC) and is shared with appropriate district staff including the district level registrar who coordinates with student information system personnel and school administration. (grades), health information (immunization) and other pertinent data as needed.</p>

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.)

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Challenges	Challenges related to the Migrant program include ensuring that all procedures are completed and monitored on a monthly basis. Additionally, the district works to support newcomers who are just learning English and to support all migrant students in their academics by ensuring their inclusion in evidence based interventions designed to support them academically and with learning English. The district also faces challenges when migrant students begin to age out of mandatory school attendance. The district is working to prevent drop outs in the migrant population by following outlined dropout prevention practices with individual students.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	We do not have identified neglected or delinquent children.
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Challenges	We do not have identified neglected or delinquent children.
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Title II, Part A - Supporting Effective Instruction

Strengths	<ul style="list-style-type: none"> -Utilization of funds to hire a part time literacy coach at our elementary school. Data and scores indicate she was invaluable and delivered high quality PL and helped teachers throughout the year. -Title II also let us continue our New Teacher Induction/Mentoring program. All teachers new to the district are assigned a mentor for the first semester, while all teachers with less than three years of experience are assigned a mentor for a year. Based on perception data and staff surveys, mentors were helpful and effective in helping new hires acclimate to Greene County and bond with our students while understanding challenges of the district. - Title II funds were also effective in support our Engaging Students Initiative, based off GLISI work and data analysis. Contracted Services were hired to deliver Professional Learning throughout the school year. Teacher Surveys were positive and indicated that teachers were able to incorporate strategies
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Title II, Part A - Supporting Effective Instruction

	<p>learned during training in their classroom.</p> <p>- Title II funds will be used again to support sending a team to GLISI in the Fall. In previous years this work and time has been invaluable to our school leaders and district.</p>
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Challenges	<p>High poverty rates at our school affect our students, but also the quality of teacher and PL needed to ensure that our students are served effectively. We had a large turn over rate this year which is proving to be difficult in offering PL to 'catch them up' on current initiatives in the school year. Several trainings are occurring off contract for a stipend to ensure teachers can learn everything prior to kicking off the school year with students. Then PD will be ongoing and job embedded throughout weekly PLCS and monthly training sessions.</p> <p>A systematic way to effectively track all PD offerings in the district to confirm we are a) providing needed/relevant PL; b) teachers are implementing what they are learning in PD; c) student scores are improving based on the PD integration into classrooms.</p>
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and 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	<p>On the 2021 ACCESS, all schools in the district saw growth of English Language Proficiency based on scaled scores even with a loss of face-to-face instructional time due to COVID. Greene County Primary School had an average growth of 15.85 points, Carson Middle School had average growth of 6.72 points, and Greene County High School had an average growth of 13.3 points. Another strength noted during the 2020-2021 school year was the addition of district wide quarterly EL professional development at all schools utilizing the existing Professional Learning Communities at each school. Feedback from general education teachers in a pre- and post- assessment survey indicated that they felt better equipped to implement instructional strategies and modify assignments to support EL students in the general education environment. The addition of a half-time EL specialist at the district level created the opportunity to add this professional learning at a more intensive level than ever before. The district purchased EL curriculum materials for all schools in an effort to improve EL students' English</p>
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Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and 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.

	<p>proficiency. Greene County received funding through a Title III, Part A grant designed to ensure that Els attain English proficiency and develop high levels of academic achievement. During the 2020-21 school year, Title III students participated in programs outside of the regular school day designed to improve English proficiency and content knowledge including after school programs and intercession. The district used NWEA MAP data to adjust instructional models to better support struggling EL students. The district maintained high participation rates on the ACCESS test and demonstrated high fidelity to entrance and exit procedures. As a part of parent engagement, the district provided book bundles in English and Spanish to all EL students in grades kindergarten - fifth to support literacy and allow parents to read to students and students to read to parents. Parents of Title III students participated in virtual training related to services provided by the Title III program.</p>
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<p>Challenges</p>	<p>One hundred percent of EL students at the high school continued to be eligible for EL services based on the 2021 ACCESS scores. Forty-nine percent of EL students scored a Level 3 on the ACCESS test in 2021. A challenge exists in improving the English proficiency scores on ACCESS to a level that will allow students to exit the program. The district notes a challenge in the consistency of collaboration between ESOL and content teachers. Although there is a cooperative spirit between the groups as evidenced in the professional development feedback (above), there is a lack of adequate collaborative planning time during the school day and such planning may require work during off contract hours in the future. The district faces challenges in supporting EL students due to increasing caseloads at the high school where no student exited the ESOL program during the 2020-2021 school year. Additionally, change to a 4x4 block schedule threatens to limit ESOL services to one semester unless more segments of EL services are added. During the 2020-21 school year, adequate staff was not available to increase segments at the high school. Title III funds used to purchase computer software licenses were not use to fullest extent during the 2020-2021 school year due to scheduling issues and lack of student participation throughout the district.</p>
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Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<ul style="list-style-type: none"> -The district does not receive the McKinney-Vento grant, however we serve our homeless children through the Title I funds. -School social worker also works as the homeless liaison to address student needs. The district now has two social workers, one who focuses on students in elementary grades, and one who focuses on secondary students. -The district wraparound services coordinator will serve as an additional resource for these students, connecting them to services throughout the district and local community.
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Challenges	<ul style="list-style-type: none"> -Our homeless students are often transient students.
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Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"> -The district has experienced a consistent decline in teacher attrition over the last 2 years. -Two of our three school principals have held their positions for at least 3 years, which has contributed to stability in both the leadership staff and teaching staff. -All academic core teachers are professionally qualified. -The district provides several professional learning opportunities to all teachers, leaders, and support staff. -Instructional coaches are in every building to provide job-embedded professional learning to improve overall teaching and learning. -Our teachers have various levels of experience in the field.
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Challenges	<ul style="list-style-type: none"> -The district struggles to recruit and retain high quality math teachers (especially at the secondary level). -Most teachers commute into the county/district due to the lack of affordable housing, making it difficult to retain some teachers.
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Title IV, Part A - Student Support and Academic Enrichment

Title IV, Part A - Student Support and Academic Enrichment

Strengths	<p>Title IV funds have enabled us to support teachers and students in many ways.</p> <ul style="list-style-type: none"> - Technology conferences for our Instructional Technologist and lead teachers to ensure we are utilizing our technology to support instruction. The annual NWEA conference was also very helpful in allowing our instructional technologist and instructional coaches to learn more features of the program and train teachers to utilize the platform and data to its fullest potential. - Purchasing of Empowering Writers curriculum to support literacy instruction. With such great success at the Primary school, we will begin implementing Empowering Writers at the Middle School. - Books for book studies regarding Student Engagement. - PBIS conference in Atlanta as we continue PBIS (year 3 of implementation) and have a new District PBIS Coach. - Foundations Training for new curriculum which has been instrumental in raising literacy scores at the primary grades. - AP Summer Institute training for our AP teachers to ensure rigor and effective PL for the teachers. - SEL implementation has been very successful. Students create great products and have meaningful conversations while building strong relationships. Title IV has been instrumental in providing supplies for student lessons.
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Challenges	<p>The vast number of needs when educating students in high poverty areas. Determining which initiatives will impact them and recruiting high quality teachers who remain in the district after receiving Professional Learning.</p> <p>Providing enriching experiences for our drama students who were unable to travel due to COVID.</p>
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Title V, Part B - Rural Education

Strengths	<p>~Title V allocations will allow us to fund STEM clubs, professional development, and after-school/summer programs to support innovative STEM education in grades 4-7.</p> <p>~We will also be able to increase students and teachers access to STEM resources to support active and inquiry-based learning.</p>
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Title V, Part B - Rural Education

Challenges	-High poverty rate at almost all schools. -Recruiting high quality teachers.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

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

Overarching Need # 1

Overarching Need	Improve student discipline, climate and relationships
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<ul style="list-style-type: none"> -Many of our students have social emotional issues and need help learning to handle conflict. -Some of our teachers need professional learning in cultural relevance in the classroom; building relationships; and how to work with our specific demographic (high poverty, rural, and minority students). -Due to COVID-19 and virtual learning, discipline data was skewed.
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Overarching Need # 2

Overarching Need	Improve literacy and student engagement
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	Additional Considerations: We are a high poverty district & often our students enter the public school setting with a language deficit. We are making improvements in student growth in literacy, and we need to see gains in student achievement (levels 3 and 4 on the Georgia Milestones) in literacy.
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Overarching Need # 3

Overarching Need	Improve student achievement in mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	As a rural district, we struggle to recruit and retain high quality teachers in mathematics (especially at the secondary level). Additionally, due to COVID-19, students missed a significant number of in-person learning days.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

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

Root Cause # 1

Root Causes to be Addressed	Some teachers need targeted professional learning strategies for classroom management and building positive teacher-student relationships.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	District has historically focused most of its resources on academic needs (especially literacy) and has not used as many resources on climate and relationships.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Teachers lack experience working with students with our demographic composition.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Improve literacy and student engagement

Root Cause # 1

Root Causes to be Addressed	Teachers' lessons have lacked the rigor to increase student engagement and achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 1

Impacted Programs	Others :
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Root Cause # 2

Root Causes to be Addressed	Language poverty- students behind when they get to us.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	In some cases, the district can affect this issue. Through our new 3-year literacy plan and our Get Georgia Reading campaign, we are partnering with community agencies to provide literacy resources to families outside of school. We have also hired an additional media specialists and several high intensity tutors to help improve literacy instruction.
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Overarching Need - Improve student achievement in mathematics.

Root Cause # 1

Root Causes to be Addressed	Lack of rigor in math instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	The district placed more emphasis (resources) on reading rather than mathematics.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Others :

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Difficulty in recruiting and retaining high quality math teachers (especially at the high school level).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders

Additional Responses	
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District Improvement Plan 2021 - 2022



Greene County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Greene County
Team Lead	Rotonya Rhodes

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

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

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input 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	Improve student discipline, climate and relationships
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	District has historically focused most of its resources on academic needs (especially literacy) and has not used as many resources on climate and relationships.
Root Cause # 2	Some teachers need targeted professional learning strategies for classroom management and building positive teacher-student relationships.
Root Cause # 3	Teachers lack experience working with students with our demographic composition.
Goal	The district will reduce the number of students with ISS/OSS referrals by 5% in 2022.

Action Step # 1

Action Step	GCSS will implement a social emotional learning curriculum in schools. Title IV funds will be used to purchase SEL Curriculum Materials (composition books for reflection, markers, construction paper, glue, etc) to support 7 Mindsets lessons.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	sign-in sheets and agendas from kickoff and training; calendar of PLCs; Lesson plans; implementation plans
Method for Monitoring Effectiveness	teacher surveys; walkthroughs/observations; discipline data
Position/Role Responsible	Principals; assistant superintendent
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 1

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)?	-7 Mindsets -the Voyage (lessons in character education)
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Action Step # 2

Action Step	Provide professional learning for all staff on social emotional learning (SEL) and building relationships with students. Send select teachers to Gary Alderman training at RESA for Classroom Management strategies. Teachers will redeliver during faculty meetings. Also includes PL provided by SEL vendor (7 Mindset or The Voyage).
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	professional learning calendars; agendas from PL sessions; minutes and sign-in sheets from PLCs

Action Step # 2

Method for Monitoring Effectiveness	surveys; classroom observations and walkthroughs
Position/Role Responsible	principals; professional learning coordinator; assistant superintendent
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partner with ATLAS Ministries who implemented 7 Mindsets with fidelity with groups of students in their program. Partner with RESA for Gary Alderman.
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Action Step # 3

Action Step	Continue to implement Positive Behavior Interventions and Supports (PBIS). Send PBIS Coordinator, school level PBIS Coaches, and any additional teachers to APBS Conference during December (held virtually this year). Support schools through a paid Planning Day in July prior to the start of the school year. Enables school teams to work together to revise classroom lessons, create signs, and plan PBIS key initiatives for FY22. Attend PBIS meetings hosted at our local RESA.
Funding Sources	Title IV, Part A N/A
Subgroups	N/A Economically Disadvantaged Foster

Action Step # 3

Subgroups	Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign-in sheets and agendas from PBIS meetings and PL sessions; protocols/written PBIS plans
Method for Monitoring Effectiveness	classroom observations; discipline data; quarterly PBIS coaches' meetings
Position/Role Responsible	PBIS coordinator; assistant superintendent
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)?	Georgia Department of Education RESA
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Action Step # 4

Action Step	Conference Registration and possible travel (if not hosted virtually) for RISE coordinator to attend Georgia Association for Alternative Education (GAEE) Conference in the fall to help support our most at-risk students.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attend conference, network with other leaders who offer same supports, inclusion of best practices in RISE program policies/procedures
Method for Monitoring Effectiveness	Monitor attendance of students, monitor enrollment of program
Position/Role Responsible	PL Coordinator, RISE Coordinator, HS Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

Action Step	PBIS School coaches to receive a supplement for leading their school team (honorarium). PBIS coach roles and responsibilities require a time commitment beyond the normal school day. Coaches will plan and facilitate school level meetings, attend district level meetings, guide implementation efforts with fidelity and assist in data and evaluation.
Funding Sources	Title IV, Part 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	Meeting Minutes, Sign-in Sheets
Method for Monitoring Effectiveness	Decrease in referrals (discipline data), increase attendance rates, quarterly coaches meetings
Position/Role Responsible	PBIS Coordinator
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)?	Georgia Department of Education
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Action Step # 6

Action Step	The district and schools will administer social emotional learning assessments and surveys to students, parents, and teachers to determine school climate, teacher and student needs related to SEL, and student growth with SEL competencies. Assessment/survey results will be analyzed to help develop additional interventions and supports for students.
Funding Sources	Title V, Part B
Subgroups	N/A 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	Completed Assessments and Surveys
Method for Monitoring Effectiveness	Improved climate (survey results); student growth on self-assessments
Position/Role Responsible	Assistant Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Others : 2 times yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	American Institute for Research
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Action Step # 7

Action Step	New leadership teams forming at GCPS, CMS, and new 8th grade team moving to GCHS. Funding of a Planning Day off contract in July to help team learn one another, set goals/priorities for FY22, discuss discipline in depth, etc.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in Sheets, Agenda for the day, Staff Satisfaction
Method for Monitoring Effectiveness	Discipline Data, Staff Satisfaction Data
Position/Role Responsible	PL Coordinator, Admin at each school, HR
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	PBIS, RESA
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Action Step # 8

Action Step	Partnership with Education Leadership Group to provide executive coaching to principals, AP's, and other school leaders through whole group PD and one-on-one support throughout the FY22 school year.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Email communication, sign in sheets, executive coaching schedule
Method for Monitoring Effectiveness	Leadership survey responses, improved climate, leadership satisfaction survey
Position/Role Responsible	PL Coordinator, Asst. Supt, Superinten
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Education Leadership Group.
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Action Step # 9

Action Step	Completion of PBIS endorsement for PBIS school leader to grow/sustain capacity for the PBIS program in our district.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monitor course completion through RESA
Method for Monitoring Effectiveness	addition of endorsement on certificate. Sharing out learned material during PBIS coaches meeting
Position/Role Responsible	PBIS coordinator, PL Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation

Quarterly

Action Step # 9

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)?	Middle Georgia RESA
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Action Step # 10

Action Step	Culture of Empowerment Training hosted by local Mindset Training Instructors to focus on Transformative Discipline Practices.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Redelivering info
Method for Monitoring Effectiveness	Decreased behavior incidents
Position/Role Responsible	Director of Special Education, PBIS coordinator
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 10

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Mindset Training Instructor, PBIS at GaDOE, MTSS at GaDOE
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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve literacy and student engagement
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Language poverty- students behind when they get to us.
Root Cause # 2	Teachers' lessons have lacked the rigor to increase student engagement and achievement.
Goal	To increase literacy proficiency throughout the district at all grade levels, as evidenced by a 3% increase on the Georgia Milestones Scores at each school in 2020.

Equity Gap

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

Action Step # 1

Action Step	Implement Foundations in Pre-K through Third grade to build foundational skills. Training for all new K-3 teachers. New program introduction of RISE framework from Jennifer Seravallo to target readers who struggle most and offer intensive, small group intervention based on the framework guidelines.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Visitor Log, Meeting Minutes, Classroom Observations
Method for Monitoring Effectiveness	Increased NWEA and F&P scores. Walk-throughs
Position/Role Responsible	Principals, Instructional Coaches,
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partnership with RESA who is providing a Foundations Consultant to visit and support teachers throughout the year. Materials introduced and purchased through GLRS last year. Partnership with Jefferson City Schools which allowed administrators and teachers to visit Foundations classrooms and see the program in action. They also provide logistic/programmatic support when questions arise.
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Action Step # 2

Action Step	Increase the amount of time allocated to literacy blocks at each school.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	lesson plans; school bell schedules
Method for Monitoring Effectiveness	monitoring lesson plans; literacy walkthroughs
Position/Role Responsible	principals
Evidence Based Indicator	NA

Timeline for Implementation Weekly

Action Step # 2

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

Action Step	Continue implementing Read 180 for middle and high school students.
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 Supportive Learning Environment
Method for Monitoring Implementation	lesson plans; classroom rosters
Method for Monitoring Effectiveness	student literacy data (MAP assessments and Read 180); classroom observations
Position/Role Responsible	principals, instructional coaches
Evidence Based Indicator	Strong

Action Step # 3

Timeline for Implementation	Others : daily
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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)?	Houghton Mifflin Harcourt
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Action Step # 4

Action Step	Continue implementing Wilson reading for Tier 3 students and students with disabilities. After great gains were shown in FY19, additional teachers will be trained in FY20 for targeting additional students who would benefit from the program.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	lesson plans; class rosters
Method for Monitoring Effectiveness	student literacy data

Action Step # 4

Position/Role Responsible	principals; teachers
Evidence Based Indicator	Moderate

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)?	Northeast Georgia RESA; Wilson reading representative from RESA. Partnership with Jefferson City Schools which has implemented Foundations for several years. Jefferson City allowed administrators and teachers to visit and see Wilson Reading in Action.
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Action Step # 5

Action Step	Continue student engagement initiative with Suzy Pepper. Teachers will participate in PL sessions throughout FY22.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 5

Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	sign-in sheets and agendas from student engagement professional learning sessions; lesson plans; district walk-throughs, walk-throughs with Suzy Pepper
Method for Monitoring Effectiveness	classroom observations, teacher surveys, visible learning and activities throughout the school and in classrooms
Position/Role Responsible	principals, instructional coaches, teachers
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Continued partnership (year 3 of 3) with Suzy Pepper Rollins (Teaching in the Fast Lane). Suzy will join the district throughout the year during district professional learning days to deliver instructional strategies, vocabulary strategies, and a framework for lesson planning. Teachers will work collaboratively during their sessions and build resources with the guidance of Suzy. During each semester, Suzy will visit for walk-throughs as we evaluate the implementation and effectiveness of PL. Staff Members will also share their work during faculty meetings and PLC's to build capacity. Suzy will also work one-on-one with teams at the high school as they now transition from an AB Block Schedule to a 4x4 Block Schedule. Partnership with RESA who also introduces Suzy Pepper's strategies in their PL sessions and supports the work. Partnership with Local Library and Family Connections - partners of Get Georgia Reading Campaign. We meet with them two times a year to strengthen school community partnerships for literacy.
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Action Step # 6

Action Step	Pay for low-income students to take AP Exams. Several students are enrolled in multiple courses and do not have funding to cover the exams.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	AP Lead works with students to fill out forms for reduced fee exams.
Method for Monitoring Effectiveness	Students receive reduced fees, and invoice from AP is shared with title IV coordinator.
Position/Role Responsible	AP Lead at high School. Assessment Coordinator. Title IV Coordinator.
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Yearly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	AP College Board.
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Action Step # 7

Action Step	Funding a Literacy Instructional Coach at the Primary School to coach teachers, train teachers during PLC's regarding literacy blocks, guided reading, Foundations, Fountas and Pinnell, etc. Provide support to all primary teachers.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Time logs, sign-in sheets from PLC's, faculty meetings, district PL days, etc. Classroom walk-throughs, etc.
Method for Monitoring Effectiveness	Student literacy data, lesson plans, walk-through data
Position/Role Responsible	Principal, Assistant Superintendent of Curriculum and Instruction
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

Action Step # 7

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 8

Action Step	Provide schools with funding to endorse 1 additional ESOL teacher per school due to rapidly growing ESOL population and need for literacy support for those students, and training for teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Enrollment in courses through RESA.
Method for Monitoring Effectiveness	Completion of coursework and adding to certificate. Work with existing ESOL teacher at their school to build capacity and gain hands-on experience.
Position/Role Responsible	Principal, Title II Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 8

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA
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Action Step # 9

Action Step	Funding for additional Gifted Endorsements to engage our top students and ensure they meet literacy goals (move gifted learners from level II and III to III and IV). Endorsement course will allow more advanced content courses and engage students in literacy at the appropriate level.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registration in coursework through RESA. Increased number of Gifted Opportunities for students.
Method for Monitoring Effectiveness	More gifted students remain in the district. Gifted student scores increase (NWEA and GMAS).
Position/Role Responsible	Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Weekly

Action Step # 9

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)?	RESA
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Action Step # 10

Action Step	Provide mentors for all new teachers to the school district. Mentors will serve new hires through peer coaching to provide mentoring, monitoring, advisement, and assistance while transitioning.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Meet with mentees multiple times throughout the year, support mentors through meetings, view lesson plans, etc.
Method for Monitoring Effectiveness	Mentors must submit lesson observation forms, time logs, video reflections, etc. Surveys at end of the year
Position/Role Responsible	Assistant Superintendent of Curriculum and Instruction, Professional Learning Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 10

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)?	Items from GaDOE's mentoring guidelines/suggestions
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Action Step # 11

Action Step	Provide teachers with additional PL on Guided Reading and fully implementing Fountas and Pinnell curriculum.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Scheduled PL Calendar, Sign-In sheets, PLC's, Meeting notes
Method for Monitoring Effectiveness	District Walk-throughs, increase literacy blocks, increased reading scores
Position/Role Responsible	Principals, PL Coordinator, Asst. Supt. of Curriculum and Instruction

Action Step # 11

Evidence Based Indicator	Demonstrate a Rationale
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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)?	RESA literacy consultant, Paid consultant
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Action Step # 12

Action Step	High School teachers to attend AP training delivered by College Board to increase AP Scores and rigor for our most advanced students. Training for AP Coordinators as well.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 12

Method for Monitoring Implementation	Invoices, Increased rigor in the classroom
Method for Monitoring Effectiveness	District walk-through data, improved AP scores
Position/Role Responsible	PL coordinator, AP Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	AP College Board, University of Georgia
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Action Step # 13

Action Step	Invite K-9th grade students to participate in summer learning program to provide students with extended learning opportunities which help them grow academically and socially. While we emphasize reading and math skills, children will also participate in teacher-designed enrichment activities, exposing them to new experiences and increasing their love of learning while building relationships with peers.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless

Action Step # 13

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Summer School lesson plans, Enrichment Camp Lesson plans
Method for Monitoring Effectiveness	walk-throughs, hands on activities
Position/Role Responsible	Summer School Coordinators, Principals, Asst. Supt. of Curriculum and Instruction
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)?	Summer School ideas from GaDOE, PBIS Initiatives, SEL vendors
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Action Step # 14

Action Step	Training on existing technology platforms from vendors to ensure proper implementation an support virtual learning (including programs like DreamBox, Study Island, Exact Path, iReady, NEWA, Mastery Connect, Canvas, etc).
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Schedule, Agendas, Sign-In sheets, PLCs
Method for Monitoring Effectiveness	Monitor student usage and growth
Position/Role Responsible	PL Coordinator, Assistant Superintendent, Instructional Coaches, Instructional Technology Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE, RESA
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Action Step # 15

Action Step	Continue planning of two field trip experiences for drama students to experience real-life performances. Trips were cancelled in FY21 due to COVID.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	View lesson plans, interview students
Method for Monitoring Effectiveness	Field Trips will tie in with standards and offer varied learning experiences
Position/Role Responsible	Title IV Coordinator, Drama Teacher
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)?	Georgia Alliance Theater
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Action Step # 16

Action Step	Continued use of Empowering Writers digital component lead by literacy instructional coach to encourage writing and literacy. FY21 - adding component for Middle School. Continued purchase of Science World Magazine from Scholastic for real-life exposure to science standards and applying them in real-life (HS science courses)
Funding Sources	Title IV, Part 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	PL Sign-in Sheets, apparent use in lesson plans and activities
Method for Monitoring Effectiveness	monitor platform usage
Position/Role Responsible	Instructional Coaches, PL Coordinantor
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Scholastic, RESA
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Action Step # 17

Action Step	Administrators or Instructional Coaches to attend GACIS Fall conference (virtual) featuring John Hattie, John Almarode, and others. Learn how to better engage students and implement high leverage practices. Pairs with our Suzy Pepper Initiative.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registering for Conference, Debrief after attending, redeliver strategies shared/learned
Method for Monitoring Effectiveness	Evidence of strategies in lesson plans
Position/Role Responsible	PL Coordinator, Instructional Coaches, Principals, Assistant Superintended
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)?	GACIS
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Action Step # 18

Action Step	Incorporating Quill.com into 9th grade literature courses. Quill platform will supplement writing instruction for 9th grade students (Pilot Program for 9th grade this year to determine effectiveness). Students will receive immediate feedback that will assign them grammar lessons and work on sentence structure. We have seen struggles in regular education students as well as AP level. Quill will allow students to practice writing on the micro level.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Implementation of quill.com in weekly lesson plans/activities
Method for Monitoring Effectiveness	Charting progress of students as they become better writers with instant feedback
Position/Role Responsible	PL Coordinator, Literacy Instructional Coach, 9th grade Lit Teacher
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)?	RESA
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Action Step # 19

Action Step	Select English Learners will take part in one or more of the following software programs to increase English Language Literacy: Imagine Learning Language and Literacy, Lexia Power Up, or Person's My Perspective ELD Companion.
Funding Sources	Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitor program usage reports and program progress reports for individual students and EL subgroup
Method for Monitoring Effectiveness	NWEA Growth and ACCESS growth
Position/Role Responsible	Title III Director
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)?	
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Action Step # 20

Action Step # 20

Action Step	Implementation of KickUp to track Professional Learning in PLC's, district PL Days, etc. This program will allow us to monitor attendance, automatically send surveys after completion of training, and help Admin/Coaches/District office monitor effectiveness of PL.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Attendance, Staff Survey Completion, Program Usage
Method for Monitoring Effectiveness	Survey Data, Walk-through Data, Coaching Log data/evidence
Position/Role Responsible	PL Coordinator Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

Action Step # 20

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 # 21

Action Step	Cohort of Primary School teachers enrolled in Personalized Learning Endorsement through Middle Georgia RESA.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of coursework. Addition of endorsement to certificate.
Method for Monitoring Effectiveness	Sharing out of practices learned with other staff members.
Position/Role Responsible	PL Coordinator, Instructional Coaches, Administration
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Action Step # 21

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)?	Middle Georgia RESA
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Action Step # 22

Action Step	Summer Planning time (off contract) to work on vertical alignment of pacing guides, planning lessons and instructional materials to include Suzy Pepper engaging initiatives, work with RESA reps to unpack standards etc.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Pacing Guides, monitoring lesson plans
Method for Monitoring Effectiveness	Informal Walk throughs, district walk-throughs
Position/Role Responsible	PL Coordinator, Instructional Coaches, Principals
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 22

Timeline for Implementation	Monthly
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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 # 23

Action Step	Afterschool program engaging students in hands-on STEM experiences, to grow knowledge, confidence and developing habits of learning through projects and innovative learning. Targeted for grades 4-7 to include teacher salaries and STEM supplies.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Monitoring lesson plans, site visits, sign-in sheets
Method for Monitoring Effectiveness	Site walkthroughs, student engagement, increased student achievement
Position/Role Responsible	PK-5 Curriculum Coordinator, Principal
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 23

Timeline for Implementation	Monthly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 24

Action Step	Beanstack is a reading incentive program to log reading engagement, participation and incentives for students in elementary school.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Reviewing reading reports
Method for Monitoring Effectiveness	Circulation of library and reading materials among students, increase in library checkouts
Position/Role Responsible	Media Specialist Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Action Step # 24

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 25

Action Step	Media Specialist to participate in a book study district-wide (Learning Centers for Libraries) to help media centers become more engaging and relevant to our students.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Book talks, sign in sheets
Method for Monitoring Effectiveness	Book Talks, changes about the media program

Action Step # 25

Position/Role Responsible	Media Specialist Coordinator
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)?	NEGA RESA
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Action Step # 26

Action Step	12 team members to participate in GLIST's BCLS (Base Camp and Leadership Summit conference) during the Fall of 2021.
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 26

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Meeting notes, implementation plan, action items
Method for Monitoring Effectiveness	monitoring the plan, staff feedback
Position/Role Responsible	School Improvement Coordinator, PL coordinator
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)?	The Georgia Leadership Institute for School Improvement, NEGA RESA School Improvement Specialist
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Action Step # 27

Action Step	Up to 10 participants at the Primary School in a book study and professional development sessions on Teacher Reading Conferences.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 27

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, teacher participation, increased effectiveness of parent conferences
Method for Monitoring Effectiveness	Parent feedback, increased teacher confidence
Position/Role Responsible	primary school admin. team, Instructional Coaches
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)?	
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Action Step # 28

Action Step	Dancing Tiger Cubs after school dance program for the Primary school. Students will participate in afterschool dance program. As a rural community, these opportunities do not exist (especially for free).
Funding Sources	Title IV, Part A
Subgroups	N/A 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	Student Progress, Sign In sheets
Method for Monitoring Effectiveness	Decreased student discipline, increased engagement in school
Position/Role Responsible	Tiger Dance teachers, Primary Principal, Title IV Coord.
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)?	
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3. DISTRICT IMPROVEMENT GOALS

3.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in mathematics.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Difficulty in recruiting and retaining high quality math teachers (especially at the high school level).
Root Cause # 2	Lack of rigor in math instruction
Root Cause # 3	The district placed more emphasis (resources) on reading rather than mathematics.
Goal	Increase the number of students scoring a level 2 or above by 5% on the Georgia Milestones in math 2020.

Equity Gap

Equity Gap	Inexperienced teachers (less than four years of experience)
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Content Area(s)	Mathematics
Grade Level Span(s)	9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step # 1

Action Step	Math teachers will participate in an engaging learning initiative (with Suzy Pepper) to learn how to create rigorous and engaging mathematics lesson plans. Math teachers in grades 4-8 will have digital access to Math in the Fast Lane to support initiatives to engage students, create rigorous lessons, and support students through differentiation.
Funding Sources	Title II, Part A Title IV, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	sign-in sheets and agendas from professional learning sessions.
Method for Monitoring Effectiveness	lesson plan audits; classroom observations
Position/Role Responsible	teachers, principals, instructional coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	-Suzy Pepper -Northeast Georgia RESA
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Action Step # 2

Action Step	The district will participate in Cohort 3 of the Multi-Tiered System of Supports training through DOE in order to enhance the existing RTI system to better meet the needs of the whole child in Greene County. The process of improving our interventions at all tiers is ongoing in the Greene County system.
Funding Sources	Title I, Part A N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	sign-in sheets and agendas from RTI meetings
Method for Monitoring Effectiveness	lesson plan audits; classroom observations; revised RtI manual/teacher guide
Position/Role Responsible	RtI coordinator; director of student services and special education
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)?	n/a
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Action Step # 3

Action Step	Principals, AP's or teachers will participate in trainings held by RESA to support administrators in Mathematics.
Funding Sources	Title II, Part A
Subgroups	N/A 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	Attendance at RESA. Shared take-aways during Leadership Meeting.
Method for Monitoring Effectiveness	More mathematically focused conversations with math teachers.
Position/Role Responsible	Principals

Action Step # 3

Evidence Based Indicator	Demonstrate a Rationale
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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)?	RESA
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Action Step # 4

Action Step	Funding for teachers to take GACE assessments to lead to additional certifications (in Mathematics or ESEP) to support needs identified at the high school (inexperienced math teachers, lack of growth in scores several consecutive years).
Funding Sources	Title II, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	GACE registration. Adding Math content to fill a need at the high school.
Method for Monitoring Effectiveness	Increased student engagement, increased Math test scores (NWEA and EOC)
Position/Role Responsible	Principal, Human Resources
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Funding for K through 8th grade teachers to attend GCTM’s Summer Math Academy. PL aligns to improve student achievement and increase rigor in Math Classrooms.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 5

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	invoices, session notes, redelivery notes
Method for Monitoring Effectiveness	Increased rigor in math classrooms, implementing strategies learned at the conference
Position/Role Responsible	Principals, PL Coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

4.1 Stakeholders, Serving Children, 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>Through a revised needs assessment process as defined in the CNA, the district sought stakeholder input into programmatic implementations and activities. Data/feedback was collected from individuals and organizations during the process, to include parents, students, teachers, leaders, paraprofessionals, community partners. Data/feedback was collected in the format of surveys, building level CNA's, district CNA compilation, meeting notes, and data walk-through input , analysis, and summarizations.</p> <p>The district includes the parents of Migrants in all parent meetings and provides interpretation of printed materials and translation of spoken communication. The district works with the Consortium to communicate concerns about grades, health, or other issues related to individual migrant students or migrant families. The district social worker is available to migrant families as needed.</p> <p>The district works with parents of students who receive services from Title III. Communication in the form of a letter translated into the parent's preferred language is provided when the student is determined to be a student who is eligible for Title III services and will receive supplemental supports. The district plans and implements parent nights for parents who speak other languages to provide information on testing, school specific information. Additionally, the district works to ensure that translators are made available to parents at all meetings, events.</p> <p>Teacher retention has been a weakness for years in Greene County. Title II will continue to support new teachers in an New Teacher Induction/Mentoring program where new teachers to the district are supported. As attrition rates are improving, and feedback is sought, we are making great strides in our program and supporting teachers more effectively. Title II (through planning meetings with Title III and the ESOL Dept.) will also be used to help prepare future ESOL teachers with ESOL endorsements as our ESOL populations continues to grown more rapidly than our other demographics. Teachers provided positive feedback in our ongoing Student Engagement Initiative with Suzy Pepper Rollins. Title II funds will continue to support this 3-year initiative with ongoing Professional Learning throughout the school year. Additionally, student achievement advances in literacy at the primary grade levels have verified the need and effectiveness for a Literacy Coach at the primary level. Title I and Title II will continue to support this initiative as we train teachers and build capacity.</p> <p>Additional meetings will be held throughout the year to gain additional input and begin shaping our plans for FY22.</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"> 1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers <p>(Please specifically address all three variables)</p>	<p>The Title II Director, HR Director, Title I Director, and Student Services Director will educate stakeholders on federal and state law regarding equity and disproportionality. In addition, a district protocol for monitoring federally funded programs will ensure the consideration of teacher effectiveness, experience, and professional qualifications. Principals will be required to schedule students served by an ineffective, out-of-field, or inexperienced teacher during the prior school year in a class taught by an effective teacher during the current school year. The district will use TKES summative reports and the PQ portal to assist with monitoring.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include: how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and what measures will be used to determine whether district and school efforts are resting in improvements in teaching and student outcomes.</p>	<p>The district uses several data sources to gather evidence regarding teacher and student needs. Principals analyze and share TKES self-evaluations with district leaders, district walk-throughs shed light on areas of need, and teacher survey data share areas they need support. The professional learning coordinator work with individual schools to provide support, and administrators monitor PLC calendars. Instructional Coaches are invaluable in delivering PL and sustaining the work through ongoing support. Teachers who receive PL outside of the district are required to return and share their knowledge with their colleagues. This builds capacity within teachers and also supports sustainability.</p> <p>Surveys are given after district PL sessions to measure effectiveness of training, and district walk-through data is analyzed to determine ongoing effectiveness of PL sessions. Administrators also complete regular walk-throughs to determine if teachers are implementing new PL strategies.</p> <p>The system will provide support and professional growth to principals, assistant principals, and other school leaders by partnering with Education Leadership Group to offer both whole-group and one-on-one support/coaching through job-embedded experiences including executive coaching and professional development workshops. Support will be available on a monthly basis throughout the FY 22 School Year. Several GCSS leadership members (Assistant Principals, Curriculum Coordinator, SPED coordinator) and teachers will also attend GLISI basecamp and leadership summit during the Fall 2021.</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>No</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:</p> <ol style="list-style-type: none"> 1. for all teachers (except Special Education service areas in alignment with the student’s IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>We do not plan to waiver certification.</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>We do not plan to waive certification.</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>The district does not currently have any CSI or TSI schools. In the event that any schools are identified as needing support, Title II funds will be prioritized to serve identified schools first.</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>The district's work-based learning coordinator will work to coordinate, integrate, and support academic and career and technical education content. The current CTAE Director serves as CEO of our College and Career Academy. The CEO of the academy has secured several memoranda of understanding/letters of agreement from local business to support the academy through work based learning opportunity. Additionally, through the academy, we have increased the number of college courses/dual enrollment opportunities through a partnership with Athens Technical College. Also, the district recently hired a wraparound services coordinator to work specifically with students in the academy, connecting them to community resources and post-secondary resources.</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>The district monitors Educator's Handbook in an effort to identify and reduce over use of discipline practices that remove students from the classroom. The district trains teachers and administrators in Mindset to promote de-escalation of potentially severe behaviors. Greene County will implement a Social Emotional Learning curriculum at all levels during the 2021-2022 school year. The Voyage will be implemented at grades PK-3 and Seven Mindsets will be implemented at grades 4-12. The district hired a Behavior Specialist support students with behaviors that interfere with their learning or the learning of others and to build teacher capacity to support such behaviors in the classroom. The district purchased Branching Minds to monitor RTI interventions including those related to behavioral concerns.</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>Transition camps are held for elementary students moving to the middle school and middle school to high school. Title IV monies will allow teachers to receive pay for their work and contributions during transition camps. Transition camps will emphasize academic expectations, behavioral expectations, team-building activities for teachers and students, campus tours, and instruction/guidance from teachers and school counselors regarding how to be successful in transition grades.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>The district will facilitate district programs from Pre-K to elementary school settings through building visits and informational meetings. Pre-k students, parents, and teachers will have several opportunities to visit the elementary school. Through vertical and collaborative planning the district will support, coordinate, and integrate services. The pre-k coordinator and the elementary school principal work closely together on curriculum, data analysis, and programmatic needs. Additionally, program coordinators plan collaboratively at least one time per quarter to discuss student data. Additionally, Continued work with Babies Can't Wait will help with early identification and services for young students with disabilities (in the 3-5-year-old age range). This support will include in-district classrooms and identified students with needs in the local community/other care entities. The Greene County School System works to achieve 100% compliance in meeting timelines for initial eligibility, eligibility redeterminations, and Babies Can't Wait (BCW) preschool transitions.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in constation 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 mti-criteria selection to be used to identify the students to be served.</p>	<p>Greene County Schools are school wide service participants. No targeted assistance schools exist in the district at this time.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>Greene County Schools are school wide service participants. We do not have any technical ssistance schools, and we do not have students in institutions for neglected or delinquent children.</p> <p>Title I Schoolwide schools offer instructional programming based upon state standards, with SWSS Waiver application according to school structure. Greene County Primary School (GCPS) is a PK-3 school, Carson Middle School (CMS) is a 4-7 middle school, and Greene County High School (GCHS) is a 8-12 high school. All schools receiving Title I funds are monitored for programmatic compliance.</p> <p>Our instructional program consists of teaching the state standards; teaching foundational literacy through Fountas & Pinnell and <i>Foundations</i>; designing engaging lessons using the district's instructional framework; and frequent assessments through NWEA –MAP (measure of academic progress), benchmark assessments, and common formative assessments. All of our schools have instructional coaches who help teachers in all areas with an emphasis on literacy and math.</p> <p>The district will use Title IV funds to supplement the instructional program, providing well-rounded opportunities and the effective use of technology by taking the following action steps:</p> <p>AP teachers will attend UGA's AP Summer Institute. Additional training will allow teachers to network with other high school AP teachers and they will leave with multiple resources and effective ways to implement the AP course and prepare students for success.</p> <p>Suzy Pepper Rollins will lead our district in a 3-year roll out of Teaching in the Fast Lane high-yield, research-based instructional strategies. Participants will receive a book to complete a book study as part of their participation</p> <p>Due to a need to address literacy, Greene County adopted research-based Foundations (by Wilson Reading) to implement in our Pre-K to 2nd grade classrooms. Teachers of struggling readers, including of students with disabilities, will participate in Wilson Reading training to help our most at-risk readers</p>
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Title I, Part A – Instructional Programs

	<p>Greene County has adopted Empowering Writers for all students in grades K-5. Empowering Writers is not just a curriculum, it is a mind shift in teachers that will allow them to adequately teach writing to students. Research says that 75% of teachers are not taught how to teach writing in college. Our instructional coach will guide teachers through the program with whole group professional learning, small group follow-ups, and classroom observations and feedback throughout the year.</p> <ul style="list-style-type: none">● Inclusion of musical arts at each grade level (emphasizing the violin).● Technology trainings will be coordinated with our other technology programs/platforms including Performance Matters, Study Island, IXL, NWEA, etc. Training will allow all teachers to fully implement all aspects of the programs.● Branching Minds is a cloud-based application that uses the most advance learning in education in research to help schools transform RTI supports for both academics and behavior. <p>In addition to our core academic programs, we are incorporating several initiatives and opportunities to support the whole child. Those initiatives are:</p> <ul style="list-style-type: none">● Social Emotional Learning (SEL) in grades prek-12. Primary grades use the Voyage curriculum, while the middle and high schools use 7 Mindsets. <p>Emphasis on fine arts and foreign language; music and visual arts at all grade levels; and drama/performing arts at the high 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>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;the timely transfer of pertinent school records, including information on health, when children move from one school to another; andhow the district will use the Migrant Student Information Exchange (MSIX).</p>	<p>The Student Services Director coordinates the district Title I, part C services for Migrant students. The district collaborates with the MIgrant Consortium to ensure timely transfer school and health records for migrant students so that the Consortium can enter the student's information into MSIX. For migrant students entering or exiting the district, migrant staff will notify the consortium within 48 hours of notification of the move. This information is coordinated with the GAMEP consortium through Abraham Baldwin Agricultural College (ABAC) and is shared with appropriate district staff including the district level registrar who coordinates with student information system personnel and school administration. The district distributes the Title I, Part C Occupational Survey to students who are new to the district. The Department of Special Education and Student Supports provides Occupational Surveys to all returning students. The Department coordinates with the individual schools to ensure compliance. The Occupational Surveys are provided to consortium personnel when at least one "yes" and one or more boxes from pccupations listed is checked. The district faxes the the Occupational Survey to the the consortium immediately upon receipt. The GAMEP staff at ABAC uses these forms to determine migrant eligibility for students who are not in the MSIX system. The district registrar seeks to ensure file completion within a one-week period following up as needed with the previous school. Additionally, district staff provides information to the ABAC staff related to student progress (grades), health information (immunization) and other pertinent data within 48 hours of request. Students who meet the requirements for the migrant program are flagged in the SIS. It is the district practice to collaborate with GAMEP consortium to promote interstate and intra state coordination of services and educational continuity for migrant students. The district further coordinates services to support these students by calling upon the assistance of the director of student services, the social workers, homeless liaison, parent liaison, parent involvement coordinator and local support agencies when appropriate.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district will ensure the local delivery of academic instructional support services to its unenrolled migratory preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate instructional support services.)</p> <p>2. Describe how the district will ensure the local delivery of non-academic support services, i.e., health services, nutrition programs, and social services to migrant families, preschool children, dropouts, and out-of-school youth during both the school year and summer periods. (A consortium member LEA should describe how it facilitates collaboration with ABAC consortium staff to ensure that these vulnerable populations receive appropriate non-academic support services.)</p>	<p>1. The student services director will promote interstate and intrastate coordination of services and educational continuity through the use of Title I, part C surveys, and participation in the local migrant consortium. The occupational survey is a required component of our registration packet for new students as well as yearly for returning students. The district registrar works to ensure a timely transfer of pertinent school records for students moving from one school to another. The registrar seeks to ensure file completion with a one-week period, following up as needed with the prior school. The district works cooperatively with the consortium to provide academic and provide academic instructional support and outreach activities to migratory preschool children and to out-of-school youth and drop-outs.</p> <p>2. As part of the consortium, the district works in coordination with ABAC MEP staff to provide outreach activities including coordination with educational programs, health services, nutrition programs, and social services to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer. All students in Greene County receive free lunch. We have a nurse at each school and a social worker who is available to provide assistance to all families including those of migrant children.</p>
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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>The district uses local funds to hire a District SSIP Coach. Through this process, the district and schools monitor Attendance, Behavior, and Course Completion for students who are deemed "at risk." The SSIP Coach meets monthly with grade level MTSS Teams at Greene County High School. At these meetings, the individual grade level teams review all data for special education students at risk of failing individual classes, poor attendance and/or behavior issues. The team works to develop strategies for students based on their individual needs. All special education students who are identified as "as risk" are assigned a mentor. Mentors for students with less intensive needs receive professional learning for the Check in Check Out process. Mentors for students who need intensive interventions receive professional learning in Check and Connect. Mentors are trained throughout the school year by the District Coach. Mentors meet with their mentee on a regular basis, but at least weekly. Copies of minutes of these meetings are provided to the SSIP Coach for review and salient trends and information is shared with the director and/or coordinator as appropriate. The Special Education Director monitors this entire process through a monthly meeting with the SSIP Coach and other relevant stakeholders as needed. This District Special Education Leadership Team monitors implementation of the SSIP process, looks for salient trends that require changes or adjustments in the implementation process, and works to problem solve issues that arise with specific grade levels, specific teachers, or individual students. The district also requires that case managers document a review of Progress Report every nine weeks with students. Case managers indicate the areas of concern and what interventions are in place to assist the student in improving grades. If the student is failing, the case manager conferences with the student and parent prior to sending home the Progress Report. These conferences are documented on a Special Education Conference Form that is then sent to the SSIP Coach for review. Drop out procedures have been created and are being implemented at Greene County High School by the SSIP Coach in cooperation with the school administrators. This process supports keeping students in school or in the event that is not possible, providing alternatives that allow them to get a diploma. When a student expresses a desire to drop out of school, he or she meets with the District SSIP Coach, an administrator from the school, case manager, and his or her parent(s). The district has developed a dropout prevention procedure for this meeting which requires that specific information be provided to the student and the parent, including, but not limited to, the disadvantages of dropping out, how dropping out can impact the student's future job prospects and financial stability. The team gives the student an opportunity to explain why he or she wants to graduate and works to remedy any school related issues. If there are issues outside of the school, the team makes a referral to the</p>
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IDEA Performance Goals:

	<p>Wrap Around Services Coordinator and/or Social Work. The Special Education Director receives a written report of any Special Education Students who have been through this procedure and works with the school to implement any changes in the student's special education services that might be warranted after the review. The Special Education Director meets with all Student Support Staff monthly to review Wrap Around or Social Work interventions with special education students. The district developed an Academic Preparatory Program that supports specific students who struggle in the co-taught environment. The district has contracted with a retired special educator to support the APP program. The coordinator meets monthly with the SSIP coach and coordinator to monitor transcripts, schedules, grades, and IEPs. Along with this, the consultant works with all schools in the area of progress monitoring to ensure fidelity of IEP process and to inform changes in instructional strategies when warranted. Teachers will receive training on High Leverage Practices and appropriate accommodations throughout the year as part of their Professional Learning Communities. Special Education Lead Teachers attend a monthly meeting during which training is provided related to graduation rates and dropout prevention. This information is redelivered to the school special education staff by the leads and documented by sign in sheets and agendas. The leads use this meeting time to request any technical assistance related to graduation rates and dropouts. Technical assistance is provided by the Special Education Director or Coordinator of Special Education to individual teachers or schools upon request of the Lead Teacher, School Administration, or when skill deficits are noted on IEPs, Transition Plans, Progress Monitoring, or other areas as appropriate. The district is retooling the CBI process with an emphasis on transition skills with the purchase of the Transition Program from Teach Town. CBI teachers submit a report to the Director of Special Education monthly regarding CBI trips and vocational training. This report allows the Director to monitor the CBI program and make adjustments as needed. On site visits/observations occur twice during the year by either by the Special Education Director or the Coordinator of Special Education Services. The Parent Mentor is supporting Parent to Parent Trainings for parents of students with disabilities. supporting graduation and postsecondary outcomes. One of the Parent 2 Parent trainings will focus on postsecondary activities while another will explain the Medicaid Waiver process. Additionally, the district will promote transitioning to adult services through a Disability Expo in March which will invite Vocational Rehabilitation, Parent to Parent, Regional Medicaid Waiver personnel, and other providers to inform parents and students of opportunities and supports that exist after graduation. Finally, special education students participate in the newly developed Greene County College and Career Academy which gives them an opportunity to explore job opportunities and follow a career pathway of their choosing. The district has hired a CTI Coordinator for the first time for the FY22 school year. The CTI Coordinator will support Special Education Students in the College and Career Academy as well as oversee transition plans which are monitored by the Coordinator of Special Education on a quarterly basis. Any issues related to the students' participation in these classes will trigger technical assistance</p>
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IDEA Performance Goals:

	provided by the special education department (Director or Coordinator) in the form of individual assistance or Professional Learning in Professional Learning Communities.
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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. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The district works to identify young children with disabilities through the Child Find process. For young children, ages 3-5, a cooperative relationship exists between the Greene County staff and personnel from Babies Can't Wait. The Preschool BCW Liaison attends all transition meetings from BCW to school services. BCW timelines are monitored monthly during the psychologist's monthly staff meetings attended by the Director of Special Education. Babies Can't Wait transition timelines and all other preschool timelines are monitored weekly by the Coordinator of Special Education through the use of the Go-IEP Dashboard. Any overdue timeline or other concern will trigger technical assistance from the Director of Special Education. PL is provided to general education preschool teachers related to Child Find by the Special Education Director during preschool staff meeting in the month of November. Although Babies Can't Wait is a primary source of referrals, the district also receives referrals from outside sources including, but not limited to, parents, community members, health care professionals, daycare providers, and others. These referrals are received in the Department of Special Education by the psychologist(s) and the process for screening begins. After the screening, the multidisciplinary team determines if an evaluation is appropriate. The district adheres strictly to the 60-day timeline and works to ensure that students have an evaluation in place by the 60-day timeline. For Babies Can't Wait referrals, the district ensures that services begin on or before the child's third birthday. If eligible, the district works to ensure that the IEP is held as soon as possible in order to ensure the provision of early intervention services and supports. Eligibilities and IEPs are monitored for timeliness, completeness, and compliance by the Special Education Staff including the Special Education Director and the Coordinator of Special Education monthly.</p> <p>For the upcoming school year, the district has hired an Early Learning Specialist for Special Education to oversee and support work with preschool students with disabilities as well as services at the primary school in grades 3-5. This person will have responsibility to monitor and support IEP services provided through the preschool classes and the special needs preschool classes. The Early Learning Specialist will work to improve instructional delivery models in both general education pre-k classes and preschool special needs classes through professional development offered monthly. These trainings will be documented by sign-in sheets and agendas with monthly reports to the coordinator and director.</p> <p>The Department of Special Education offers support to young children (ages 3-5) with disabilities in several locations throughout the district including Head Start, Pre-k Classrooms, Charter School Pre-k Classrooms, homes, and other community-based classrooms, specifically in church daycares. At this</p>
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IDEA Performance Goals:

	<p>time, Greene County does not have any private daycare facilities. The school district works cooperatively with each of these entities and the Early Learning Specialist will collaborate with community providers at least three times a year and provide a brief survey to determine strengths and challenges of the program. This work is documented by the Early Learning Specialist and provided to the director three times a year. Support is provided to community teachers through consultation on a student-by-student basis. This collaboration is included in the monthly report provided to the Director.</p> <p>Parents from all preschool entities are invited to parent trainings sponsored by the Greene County School System Department of Special Education. During the 2021-22 school year, the district will offer three trainings by Parent 2 Parent of Georgia on specific topics related to IEPs, FAPE, and the availability of services from outside agencies. Teachers and staff from all providers are also invited to these trainings which will be advertised on school social media along with flyers sent home with students.</p> <p>The district has two Preschool Special Education Teachers, both of whom obtained the Preschool Endorsement through the University of Georgia at the expense of the district. The district employs one half time (49%) speech-language pathologists who work with young children at the Greene County Pre-k. The Charter School has a full-time speech-language pathologist who supports young children as well as other ages in the charter school. Greene County is supported through Shared Services from Northeast Georgia RESA GLRS for services including Occupational Therapy, Physical Therapy, services for students who are visually impaired, hearing impaired, or orthopedically impaired. The Coordinator of Special Education serves as the behavior specialist for the special needs preschool classes. One psychologist supports our work with preschool special needs students. The Coordinator of the Pre-k, Principals, and Special Education Director also work to support special education of young children.</p> <p>Preschool special needs teachers and preschool general education teachers have access to technology including Smart Boards and I-PADs to support student learning. Special Needs Preschool Teachers will attend various trainings offered by Bright from the Start, DECAL, and the Ga. DOE throughout the school year as they become available. Additionally, they participate in Preschool Special Education PL from the district monthly provided by the Early Learning Specialists. During the 2021-2022 school year, this job embedded training will include information on behavior supports for special needs preschool students and improving language skills of preschool students. Preschool special needs teachers will join all special education teachers in the district in receiving job embedded, on-going training related to progress monitoring of IEP goals. This training will be presented by the Early Learning Specialist in cooperation with the Coordinator of Special Education. Training will be documented by sign-in sheets, agendas, and walk-throughs.</p>
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IDEA Performance Goals:

	<p>All general education preschool teachers and special education preschool teachers will receive two full days of Positive Behavior Intervention and Supports (PBIS) training during the 2021-2022 school year. These early learning PBIS modules are presented by the Georgia DOE and DECAL and are designed to promote positive behaviors in the preschool setting. Implementation will be monitored by The PBIS Classroom Observation Tool utilized by Pre-K administration. The Coordinator of Special Education will conduct two PBIS Classroom Observations in each Preschool Special Needs Classroom once the training has been completed. Technical assistance required by any special needs preschool teacher, as documented by the observation form, will be provided by the Coordinator of Special Education.</p> <p>The Greene County School District performs Child Find Activities for all students ages 3-21 living in the jurisdiction of the district. Information related to Child Find is provided by flyers that are distributed throughout the district to grocery stores, doctor's offices, childcare facilities, etc. The information is printed in the local newspapers and put on the district's website, Facebook page, and Twitter account. The Greene County School District offers preschool special education Child Find screenings in an effort to locate and identify children ages 3-5 with special education needs, provide educational opportunities with skills instruction, and early intervention education. Physicians, therapists, local preschool or daycare providers, or other entities can initiate a Child Find referral with parental permission. Parents may make a referral at any time. Appointments are private, scheduled and located at the Greene County Pre-k. Screenings are conducted by a multi-disciplinary team including the psychologists, speech-language pathologist, nurse, teacher, and other professionals as appropriate. The multidisciplinary team uses screeners including the Battelle and the Preschool Language Scale Screener to determine next steps. The team works together to support parents through the process. The district also offers the assistance of our Parent Mentor to parents who would like to receive that support.</p> <p>The support for young children with disabilities varies according to the services recommended by each IEP Team. Some students remain in their general Pre-k classroom and receive inclusion services. The district also has two small group preschool classrooms for students for whom that model is the least restrictive environment. The district supports students at Head Start, church daycares, and homes as needed. Individual IEPs form the basis for services that meet each student's needs and provide appropriate early intervention services. All of these services are monitored in multiple ways, some of which have already been listed in this document. In addition, classroom observations are conducted throughout the year by the Pre-k Coordinator, Coordinator of Special Education, and the Special Education Department at least two times per year. These observations are utilized to determine any need that exists for technical assistance in the form of mentoring, professional learning, or training required for specific teachers. Observation forms are collected in the Office of Special Education and reviewed by the Director monthly.</p>
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IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Greene County School District works to ensure the provision of FAPE by training all special education teachers on IEP and Eligibility procedures. The Department of Special Education has reviewed and revised its procedural handbook and has provided it as a Google Document to all special education teachers in the district. During the first professional learning day of the 2021-22 school year, all teachers will attend professional learning where the handbook will be introduced and reviewed in detail. All teachers received specific training on IEP and eligibility procedures. This training continues throughout the year as the Director and Coordinator of Special Education meet monthly with special education lead teachers from each school. Specific procedural information is provided to the leads who redeliver the information to their school staff. Lead meetings and school special education staff meetings are documented through agendas and sign-in sheets that are provided to the Special Education Office monthly.</p> <p>Least Restrictive Environment is a training topic at two or more lead meetings each year. The district staff ensures that LRE is discussed at each IEP meeting through the Due Process Checklist that has to be turned in with each IEP. Teachers are trained to use Go-IEP to discuss LRE by discussing the continuing of services starting at the least restrictive environment (consultation) and to proceed down the list to more restrictive options until the IEP Team reaches consensus that the Least Restrictive Environment has been determined. Additionally, teachers are trained to only move one step on the continuum of services whenever possible so that the team is not moving from one extreme to another. The teachers are also trained that whatever the team determines is appropriate for the student, the district will work to provide that environment. This is monitored in the Office of Special Education three times using reports from Go-IEP during the year to ensure that most students are served in the general education environment with their same age peers. This documentation is maintained by the Director. Technical assistance is provided to school teams or individual teachers who demonstrate difficulty with determining LRE. This technical assistance will include training and monitoring (attending) IEP meetings by the Director or Coordinator of Special Education until the skill deficit is remediated.</p> <p>IEP accommodations and modifications are shared with teachers who are working with SWDs at the beginning of each semester or when schedule changes create the necessity to share with other teachers. Case managers are responsible for ensuring that ALL teachers who work with a student have access to the accommodations and modifications for each student and case managers monitor the implementation for both state and local testing. The testing coordinator for each school also receives a list of students whose IEPs provide them with accommodations or modifications for high stakes testing.</p>

IDEA Performance Goals:

	<p>Teachers provide documentation of notification of the accommodations and modifications to the special education lead teacher at the school who checks the list for accuracy and makes additions or corrections as needed. Leads maintain that documentation at the school level which is checked at random by the Coordinator of Special Education. Any skill deficit in this area will trigger technical assistance in the form of mentoring and monitoring until the deficit is deemed remediated. The TA will be provided by the Coordinator of Special Education and reported to the Director monthly.</p> <p>Student IEPs are monitored at the school and district level through reports in Go-IEP and compared to student schedules in Infinite Campus each semester to ensure fidelity in the scheduling process. Classroom Observations are conducted by the Director and Coordinator of Special Education throughout the year. Results of these observations are provided to the principal and technical assistance is provided by the Department of Special Education as needed. Additional observations may be required as a result of the technical assistance. The following reports are utilized in Go-IEP monthly to ensure fidelity:</p> <ul style="list-style-type: none">-IEPs overdue-IEPs due in one month-Eligibility overdue-Eligibility due in 4 weeks <p>Each of the IEP reports listed above is discussed with special education lead teachers at the monthly meeting. Each of the eligibility reports listed above is discussed with psychologists at their monthly meeting. Progress reports are also monitored through Go-IEP weekly by the Coordinator of Special Education and technical assistance is provided to individuals with late progress reports by the coordinator. The coordinator reports this information to the Director weekly. Data from Progress Monitoring on IEP goals is being collected monthly by the consultant hired for that purpose and she is providing a written report to the Director monthly. Any technical assistance required is provided by the consultant with support from the Director as needed.</p> <p>The district has contracted with a BCBA who will support students with disabilities who demonstrate behaviors that interfere with his or her learning or the learning of others. The behavior report monthly to the Director of Special Education regarding SWD requiring behavioral supports. The district has established a partnership with Cooper Consulting and Behavioral Services, LLC to work with students with behavioral concerns. Cooper Consulting will provide a monthly report to the Director of Special Education. A monthly suspension review will be held at each school conducted by the Coordinator of Special Education who will deliver a written summation of each meeting to the Director. Due to limited access, the district is also establishing a contract with</p>
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IDEA Performance Goals:

	<p>Comprehensive Behavior Change for additional supports for students with significant behaviors that interfere with their learning of the learning of others.</p> <p>The district will purchase evidence-based programs for reading and math including Foundations and Wilson for reading and Exact Path for Math. Additionally, I-READY will be utilized for both reading and math in grades K-5. Special Education small group classrooms at Greene County Primary will use Teach Town EnCore for basic curriculum and Teach Town Basics for Individual support in Math and Literacy at both the Primary and Middle School. Unique Curriculum will be used for curriculum in small groups at the middle and high schools. These computer-based programs will be monitored monthly for usage and for student progress. This monitoring will be done by the special e The district is using ARP funding to hire an Early Learning Specialist for Special Education. Her duties will include supervision and monitoring of special education services at the preschool and primary schools. She will be responsible for ensuring that all services in the IEP are provided appropriately. She will attend IEP meetings as LEA and support behavior and academic goals of students with disabilities at each school. She will provide professional learning to special education and general education staff at both schools. education staff and data will be shared with special education lead teachers at the monthly lead meeting. Teachers who demonstrate skill deficits or who have not maximized usage will get support from the lead teacher at the school.</p> <p>District staff will attend legal conference offered by GCASE and redeliver information to district leadership at monthly leadership meetings. The district will purchase Unique and Teach Town Encore and Basics curriculum to promote the provision of FAPE to students with intellectual disabilities. Additionally, the Special Education Coordinator will attend SELDA through the DOE and the Early Learning Specialist will attend the Leadership Academy offered by GCASE.</p> <p>The district has hired a contract consultant to support special education work at the high school level to include scheduling of special education students, job embedded, ongoing training in progress monitoring of IEP goals to ensure fidelity of implementation of the IEP and to inform changes in strategies as needed. This progress monitoring will be reported in progress reports and help to establish new and appropriate IEP goals and objectives. This consultant will also focus specifically on appropriate determination of accommodations and fidelity of implementation of the same.</p> <p>Data from Go-IEP is used to monitor provision of FAPE for IEP goals, eligibilities, progress reports. Data from computerized programs is used to monitor fidelity of usage and student progress. The district uses observational data to monitor classrooms and determine needs for professional learning or technical assistance. Data from the DOE portal provides compliance information and helps to see trends or areas of weakness that need to be addressed. Perceptual data is derived from the parent survey. Student achievement data is derived from NWEA MAP testing, Progress Monitoring of</p>
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IDEA Performance Goals:

	<p>IEP goals, grades, attendance data and behavioral information. Lead teachers work with district staff to review student data, FAPE compliance, and Parent Surveys. MTSS teams meet monthly to review data related to attendance, behavior, and course completion to determine students who are at risk of academic failure and to assign mentors and other interventions to support those students. The Director and Coordinator work with the Assistant Superintendent of Accountability monthly to discuss trends and areas of concern based on Special Education Data for planning purposes.</p>
<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 submissionLEA procedures to address correction of noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>District level staff (director and coordinator) will attend legal workshops provided by Georgia Association of Special Educators and monthly GLRS LESEAC meetings. The Director of Special Education will attend all training required by the Georgia DOE including Director's Webinars, workshops, etc. This training will be redelivered to Special Education staff at monthly meetings for Psychologists, Special Education Lead Teachers. Lead teachers will redeliver this training to their school special education staffs. This will be documented through sign-in sheets and agendas turned into the Special Education Office. Additional training will be provided related to state and federal laws and regulations at the monthly Special Education Team Meetings and the information will be redelivered to teachers at each school in turn. Lead teachers review and finalize each IEP in Go IEP. Teachers or groups of teachers who demonstrate skill deficits in an area of compliance will receive technical assistance from the Special Education Lead Teacher in the form of mentoring, monitoring, and follow up until the skill deficit is remediated. This Technical Assistance will be documented and provided to the Office of Special Education monthly by the Lead Teacher. In the event that the Technical Assistance is not effective, District Staff (Coordinator or Director) will assume responsibility for the Technical Assistance with the support of the school principal.</p> <p>The use of Go IEP supports compliance as it allows district personnel to monitor timeliness of eligibilities and IEPs. This is monitored weekly by the Coordinator and the Director at weekly meetings. The weekly monitoring of progress reporting by the coordinator also supports compliance. Classroom observations performed by school and district personnel will support compliance related to IEP services. The district purchased Educator's Handbook to support monitoring of ISS and OSS for SWD. The director and coordinator attend IEPs throughout the year to monitor compliance before, during, and after the meetings.</p> <p>Timely and accurate data submission is monitored by the Director of Special Education with support from the Administrative Assistant. Both individuals monitor the Special Education Compliance Calendar to ensure timely and accurate submission of data.</p> <p>IEPs are written in Go-IEP which ensures much of the required compliance</p>

IDEA Performance Goals:

	<p>related to addressing certain required issues and accurate dates, etc. The content of the IEPs is reviewed by the Special Education Lead Teachers and IEPs are not finalized until the Lead Teacher has signed off. Any non-compliance is corrected at the school level unless there is a need for district support. District staff (director and coordinator) read five random IEPs per month and report concerns to leads during the monthly lead meetings. Trends related to noncompliance are noted and PL may be planned for groups or individual schools, or teachers as needed. The director and coordinator also read 5 transition plans per month and follow the same procedure for noncompliance and technical assistance. The Special Education Director monitors all instances of noncompliance for completion. The Special Education Director and Coordinator each read two eligibilities per month and follow the same procedure for noncompliance with the psychologists.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming

<p>Provide a description of the Title IV, Part A needs-based activities and programming intended to improve students’ academic achievement the LEA will implement:</p> <ol style="list-style-type: none"> 1. In support of well-rounded educational opportunities, if applicable 2. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 3. In support of safe and healthy students, if applicable 4. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 5. In support of the effective use of technology, if applicable 6. Include measurable objective and/or intended outcome specific to activity; indicate if this is a new or continuing activity; reference the overarching need and action step 	<p>Well-Rounded:</p> <ul style="list-style-type: none"> -(Continuing) A continued effort to support AP teachers will ensure rigorous instruction is present and AP students are able to succeed on AP tests. (AP Summer Institute offered at UGA each summer). [Overarching need 2, Action Step 12] Intended Outcome - Increase AP scores and number of students taking AP courses. - (Continuing) Foundations (by Wilson Reading) was instrumental in raising student growth at the primary grades in FY19. Continued support from RESA will allow a coach to work with teachers on year 3 implementation. Title IV will support additional training of teachers during July 2021 and ongoing. [Need 2, AS1] Intended Outcome - increase literacy skills among our ESEP population and struggling readers. - (Continuing) Additional Wilson Reading teachers will be trained for delivering curriculum to ESEP and prioritized tier- III students. Great gains were seen with ESEP students last year and additional students would benefit. Three additional teachers in grades 4-8 will be trained in an effort to serve the neediest students in the district. [Need 2, AS4] Intended Outcome - increase literacy skills among our ESEP population and struggling readers. - (Continuing) - Purchasing of Scholastic's Science World and New York Times Periodical offers a variety of resources to our students and increases student engagement. Subscriptions will help expose students to current, real-word content and increase their exposure to a variety of text. Purchase of iCEV online material for agriculture and Quill for grammar support [Need 2, AS 18,19] Intended Outcome - provide real-world context to our students of poverty that lack basic prior knowledge due to lack of experiences. -(Continuing) Based on allowability and feasibility due to COVID, students will travel to the Alliance Theater so see a musical performance. [Need 2, AS 15] Intended Outcome - provide real-world context to our students of poverty that have not experienced fine arts in person before and would not have the opportunity otherwise. - (Continuing) Greene County High School has added a true alternative setting for students with extreme behavioral needs or who need an alternative setting to successfully graduate high school. The RISE program is modeled after a neighboring district who is implementing the program successfully and supporting students with access to a curriculum and environment in which they can be successful. The RISE coordinator will attend Georgia Association for Alternative Education in Savannah during September to learn more about supporting our riskiest students and bring back preventative measures for drop-outs. [Need 1, AS5] Intended Outcome - target students who are most likely to drop out and provide them an alternate avenue for successfully obtaining a high school diploma through an alternative setting.
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Title IV, Part A – Activities and Programming

	<ul style="list-style-type: none">- (Continuing) To support teachers with increasing math achievement, purchasing of Suzy Pepper Rollins' Math in the Fast Lane digital resource library will provide access to engaging openers, closers, differentiated activities, and scaffolds for teachers 4-8. [Need 3, AS1] Intended Outcome - provide research-based activities to teachers to include in their lesson plans.-(Continuing) Greene County is implementing SEL curriculum at all schools in grades Pre-K through twelve. The 7 Mindsets curriculum (purchased locally) requires several supplies for creating and building as part of the lesson. Title IV will purchase materials to allow students to participate in character building lessons with their teachers. Better relationships lead to less discipline infractions and more time spent in the classroom. [Need 1, AS1] Intended Outcome - continue to support our teachers and students in SEL mindsets and self-care.- (Continuing) Paying for AP exams for students. [Need 2, AS6] As a Title I district, our students would be unable to take the AP assessment without Title IV funds. Intended Outcome - allow students to take AP exams even if their parents are unable to afford them.-(Continuing) Partnering with GCTM to send Math teachers to training over the summer to help improve math scores. [Need 3, AS5] Intended Outcome - Exposure to additional Professional Development in the area of mathematics.-(Continuing) Provide additional support of Guided Reading/F&P training for the primary school. Especially for new teachers. [Need 2, AS7] Intended Outcome - train teachers on researched based interventions to support our literacy efforts.-(Continuing) - additional support of summer learning programs to engage and enrich students during the month of June. [Need 2, AS13] Intended Outcome - provide students enrichment opportunities and remediation before the school year begins.- (Continuing) - Continued support of Empowering Writers professional learning (using both physical workbooks and online learning labs). [Need 2, AS 16] Intended Outcome - support teachers in their PD needs regarding writing.-(Continuing)- attendance of several admin. staff to GACIS Fall Conference with John Hattie and John Almarode (pairs well with Suzy Pepper Training). [Need2, AS17] Intended Outcome - learn additional strategies to share with teachers/admin that align with the Suzy Pepper work we've completed the last few years.- (Continue) Continued use of professional services to train teachers to use existing technology. Including previous programs like Exact Path, along with new programs like iReady, Canvas, etc. [Need 2, AS14]- (Continuing) Continuing training on our SEL Platforms 7 Mindsets and The Voyage. [Need 1, AS2]. Also continuing to partner with RESA for Classroom Management Strategies PL.- (NEW) Teachers at the primary School will complete the Personalized Learning Endorsement coursework through Middle Georgia RESA during FY22. This group of teachers will lead the school through PD of their coursework as the schools works to personalize learning for all students. Intended outcome- focused instruction based on each student's personal needs
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Title IV, Part A – Activities and Programming

	<p>and help them be successful.</p> <p>Safe and Healthy:</p> <ul style="list-style-type: none">- (Continuing) Sending school teams (PBIS coach and one additional member) to the Association for Positive Behavioral Supports (APBS) conference in December will allow teams to hear from exemplary PBIS schools and bring back information to share with their school PBIS teams. . The conference will help move our schools from Installing to Emerging. Teams were able to meet in July for a PBIS planning day (off contract - paid a daily stipend) to plan with their teams and tweak classroom lessons, school signs, and plan for school PBIS events and effective communication with parents. This time helps ensure a smooth role out in August. PBIS team leaders will also continue to receive an honorarium for their additional hours of work put into running an effective PBIS program. [Need 1, AS3 & AS6] Intended Outcome - Continue growing our PBIS program and address ISS/OSS.- (NEW) New Leadership teams at the Primary School based on new school admin. These teams will work together off contract in a planning day to meet each other, learn their team mates, analyze data for next school year to set goals, etc. [Need 1, AS8] Intended Outcome - Create a cohesive start to the school year and ensure everyone is working on the same priorities/initiatives.- (NEW) Due to near overpopulation at the middle school, the 8th grade will be moving to the high school in FY21. The 8th grade team will consist of new to the district team members as well as team members from various grade levels 6-8 that haven't previously worked together. In July, the high school admin. will host a Planning day for team members to meet each other, learn about operations at the high school vs. middle school, and build a strong community to help ease the minds of anxious 8th grade parents.[Need 1, AS8] Intended Outcome - Create a cohesive start to the school year and ensure everyone is working on the same priorities/initiatives.- (NEW) PBIS team leader at the high school will complete the PBIS endorsement through Middle Georgia RESA. Intended outcome- to grow capacity within our district to continue supporting our PBIS program. <p>Effective Technology:</p> <ul style="list-style-type: none">- (Continue) Continued use of professional services to train teachers to use existing technology. Including previous programs like NWEA. [Need 2, AS14] Intended Outcome - Ensure proper program usage to maximize benefits of each program.- (Continue) Continued participation in Georgia Educational Technology Consortium (GaETC) and Georgia Association of Managers of Educational Information Systems (GAMEIS) to ensure the latest technology is delivered to teachers.[Need 2, AS 14] Intended Outcome- learn additional information regarding instructional technology.
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will const 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>Partnership with Alliance Theater for discounted tickets to allow our students to attend theatrical performances. Partnership with Georgia College and State University for theatrical performances. Continued partnership with Athens Tech to pair Dual Enrollment and AP courses to offer our students more options. Continued partnership with RESA to provide a Foundations Coach at no cost to the district, continue offering trainings (including Gary Alderman, support with Suzy Pepper strategies, Wilson Reading Training, etc). Continued partnership with Get Georgia Reading Campaign members two times during the year to discuss current initiatives and gain insight. Continued partnership with GaDOE to support PBIS work in our district. During FY22, two meetings will be held during the school year to review Title IV activities and solicit feedback and input from Stakeholders. New partnership with Middle Georgia RESA which offers two endorsements that our current RESA does not offer.</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 1: Teacher Retention. Intervention Effective- Maintain Activities/Strategies. We will continue to support new teachers through our Induction/Mentoring program during FY22. The attrition rate decreased from FY19 to FY20, indicating that our strategies were helpful in reducing the number of teachers leaving the district, but after COVID many staff members left/retired to be closer to family for the FY21 school year. So our attrition rate is much higher than previous years.</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: Teacher Retention. Our rates were decreasing, but showed a large increase this past year.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 2: Increase Literacy in Low Poverty Schools. Effective- Maintain Activities/Strategies. As stated in previous sections of the document, student achievement is improving in literacy. Our strength is in the area of student growth. We need to continue to improve in the area of student achievement as evidenced by the number of students scoring a Level III or IV on the Georgia Milestones Assessment. We will continue to implement Foundations (K-3), Wilson Reading, and Fountas and Pinnell.</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: Increase Literacy in Low Poverty Schools. Success includes increased number of students scoring Level II or higher on GMAS when enrolled in Wilson Reading courses, K-3 students showing tremendous growth on our locally administered NWEA MAP assessment, 3rd grade showed gains in ELA on GMAS in FY20, but much lower than expected scores for FY21 (due to COVID, learning loss, decreased face-to-face instruction, hybrid scheduling, etc).</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	No private schools are participating in in Title I, Part A equitable services.
Title II, Part A	No private schools are participating in in Title II, Part A equitable services.
Title III, Part A	No private schools are participating in in Title III, Part A equitable services.
Title IV, Part A	No private schools are participating in in Title IV, Part A equitable services.
Title IV, Part B	No private schools are participating in in Title IV, Part B equitable services.
Title I, Part C	No private schools are participating in in Title I, Part C equitable services.
IDEA 611 and 619	Consultation occurs with private schools located within our geographic boundaries annually. This consultation includes information related to Child Find and eligibility. Children who are identified are offered FAPE.