



# Comprehensive Needs Assessment 2024 - 2025 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	Dr. Rotonya Rhodes
Multiple Program(s)	Federal Programs Director	Tara Burdette
Multiple Program(s)	Curriculum Director	Crystal Parten
Multiple Program(s)	School Leader (#1)	Ashlie Miller
Multiple Program(s)	School Leader (#2)	Tanisha Wright
Multiple Program(s)	Teacher Representative (#1)	Cameron Shuler
Multiple Program(s)	Teacher Representative (#2)	John Arnold
McKinney-Vento Homeless	Homeless Liaison	Ci'Erica Maxey
Neglected and Delinquent	N&D Coordinator	Tara Burdette
Rural	REAP Coordinator	Dr. Laurie Weaver
Special Education	Special Education Director	Dr. Kimberley Simmons
Title I, Part A	Title I, Part A Director	Tara Burdette
Title I, Part A	Family Engagement Coordinator	Barbara Fuqua
Title I, Part A - Foster Care	Foster Care Point of Contact	Laquinta Welbon
Title II, Part A	Title II, Part A Coordinator	Tara Burdette
Title III	Title III Director	Tara Thompson
Title IV, Part A	Title IV, Part A Director	Tara Burdette
Title I, Part C	Migrant Coordinator	Tara Thompson

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Dr. Rotonya Rhodes
Multiple Program(s)	Testing Director	Kevin Strickland
Multiple Program(s)	Finance Director	Connie Wilkes
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Mariana Mansfield

## Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Student Support Personnel	
Multiple Program(s)	Principal Representatives	Tanisha Wright
Multiple Program(s)	High School Counselor / Academic Counselor	
Multiple Program(s)	Early Childhood or Head Start Coordinator	Priscilla Jones
Multiple Program(s)	Teacher Representatives	Megan Calicott
Multiple Program(s)	ESOL Teacher	
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	
Multiple Program(s)	ESOL Coordinator	Tara Thompson
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	
Title II, Part A	Human Resources Director	Dr. Russell Brock
Title II, Part A	Principal Supervisors	Dr. Russell Brock
Title II, Part A	Professional Learning Coordinators	Crystal Parten
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	
Title II, Part A	Local Elected/Government Officials	
Title II, Part A	The General Public	Jacqueline Evans
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Christa Deissler
Title IV, Part A	Technology Experts	Kevin Strickland
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)	Ja'Quon Stembridge
Multiple Program(s)	Private School Officials	n/a
Migrant	Out-of-School Youth and/or Drop-outs	Ci'Erica Maxey
Title I, Part A	Parent Representatives of Title I Students	Jacqueline Evans
Title I, Part A - Foster Care	Local DFCS Contacts	Laura Elsner
Title II, Part A	Principals	Tanisha Wright
Title II, Part A	Teachers	Victoria Mapp-Jonathan
Title II, Part A	Paraprofessionals	Tabbatha Morgan
Title II, Part A	Specialized Instructional Support Personnel	Shaqysa Johnson
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Aaryn Schmuhl
Title III, Part A	Parents of English Learners	Blanca Jimenez

#### Recommended and Additional Stakeholders

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

## Recommended and Additional Stakeholders

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

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	<p>The district asked each school to send representatives from their leadership team revise the CLIP. Leadership teams consist of teachers, administrators, and support staff. Additionally, all district level leaders and support staff (administrators, special education support staff, social workers, technology staff, communications coordinator, CFO, etc) were invited to participate.</p> <p>Invites were sent to parents and stakeholders via social media, the local newspaper, and the district and school websites.</p>
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How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	<p>Each June we host the Leadership Summit, in which a portion of the agenda were dedicated to the needs assessment and data analysis. We survey parents, community members, and staff for additional feedback. Parents were given an opportunity to participate through the annual CLIP meeting 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		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

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

## Coherent Instruction Data

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	2.58
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.	2.33
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.	2.17
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	



## 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.	2.12
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.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.08
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.	2.03
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.	2.03
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.	2.08
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	



## 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.	2.58
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.	2.25
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.	2.33

## 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.	2.17
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
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.	2.25
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.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.27
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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.	2.17
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
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.	2.25
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.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	



## 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.	2.26
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.	2.27
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

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

#### Family and Community Engagement Data

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

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

## Family and Community Engagement Data

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

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

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

## Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate:The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	2.25
8. Communication and Community Relations:The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.17
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	

## 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.	2.58
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.	2.25
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.	2.33
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.	2.17
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
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.	2.25
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.	2.33
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	2.25
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued LKES flexibility for school leaders through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to LKES will resume in the 2024-2025 school year. Please see the <a href="#">LKES 2023-2024 Implementation Handbook</a> for further guidance regarding LKES scores. 	

## 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.	2.26
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.	2.12
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.	2.19
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	2.08
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.	2.03
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.	2.03
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.24
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.	2.08
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.	2.27
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.17
Note: To maximize the validity and reliability of growth measures for evaluating educator performance, GaDOE continued TKES flexibility for school teachers through the 2023-2024 school year, with this flexibility not all LEAs will receive complete scores. All pre-pandemic requirements related to TKES will resume in the 2024-2025 school year. Please see the <a href="#">TKES 2023-2024 Implementation Handbook</a> for further guidance regarding TKES scores. 	



## 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).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Perception data included parent and community survey responses, teacher surveys on professional learning needs, SEL needs, staff wellbeing, retention, etc. Students also participated in a health survey and locally developed student survey through the Panorama Software program.
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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>The perception data indicated the following:</p> <ul style="list-style-type: none"> <li>• Teachers ranked their highest PD needs among - Students with Disabilities, English Language learners, and classroom management.</li> <li>• Teachers report that we do a good job providing job-imbedded support.</li> <li>• Teachers report they feel the district prioritizes equitable distribution of funds (general and federal) to promote student achievement.</li> <li>• Teachers report feeling exhausted, but remain hopeful and feel safe.</li> <li>• Teachers want more protected planning time.</li> </ul>
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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)	We used the following sources of process data: Sign-in sheets from parent events (Title I/Curriculum Nights, STEM nights at each school, Parent University sessions, Educator's Handbook (discipline referrals), walk-through data.
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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>Our data reveals that our daily student attendance rate has decreased last year and discipline incidents decreased as well. Data shows that we lack consistency in planning for engaging students wholly in lessons, rigorous instruction across all grade levels and classrooms. It also shows that we need to continue defining what "good" literacy instruction means during daily literacy blocks (in conjunction with our new curriculum adoption and new research regarding the Science of Reading).</p> <p>Data also shows that parents have been more involved in both school and district events.</p>
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What achievement data did you use?	We reviewed our local testing data (iReady scores for K-8, and benchmark scores for 9-12). We also reviewed GMAS EOC and EOG data as well as ACCESS data.
What does your achievement data tell you?	<p>Achievement data shows there are still pockets of excellence among grade levels and school. Students are meeting stretch growth and average growth goals in iReady, but not always performing at a level III or higher on the state EOC/EOG assessments. Stakeholders agree that a continued focus on Literacy and Numeracy across the district is needed. Behavior and discipline remain areas of concern as well as attendance as students are missing a significant number of instructional days. Although attendance has improved this year, there are still many students missing 10+ and even 20+ days of school.</p> <p>Although we are making progress, the district continues to perform lower than state average in both literacy and mathematics. Additionally, the data tells us that our students in primary/early elementary grades are achieving at a higher rate than students in the upper grades. Data trends show that we are better in the areas of student growth than the area of mastering student achievement.</p>
What demographic data did you use?	<p>A comparison of the districts demographic data was displayed during the Leadership Summit. Data charts included student enrollment data, discipline data, poverty data, and school vs. district student achievement data for comparisons.</p> <p>We also spent some time digging into Average Daily Attendance at each school and discovering this is the first year since COVID that school attendance has declined (the average number of days students missed is declining, meaning attendance efforts are having positive outcomes).</p>
What does the demographic data tell you?	Our Hispanic population continues to grow quicker than other ethnicities. There are continued discrepancies in the demographic populations at the charter school vs. local school along with student achievement discrepancies.

### 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 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. We have adequate resources, however, training and utilization needs to increase in order to become more effective. Communication across schools is a challenge. Math teachers will continue to receive support with the implementation of new standards (released last year) and targeting ELA teachers for preparation and support of the new literacy law, dyslexia law, and new ELA standards implementation in FY26. High School 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 and the addition of dual enrollment courses.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We have implemented 1 year of our newly adopted five-year strategic plan with new goals based on stakeholder feedback. Continued transparency across all stakeholders. CTAE Director continues 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. Monthly leadership meetings held to include principals and central office leadership. Meetings are used for data analysis and discussion of school needs.</p>
<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. Consistency is vital. When Professional Learning is delivered, it needs to be implemented in everyone's classroom with evidence of implementation. Ensure monitoring of PL to guarantee implementation. Expectations across the board need to be clearly defined and then monitored. More time is needed for training regarding district programs and the technology to implement online programs (iReady, Mastery Connect,</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	<p>Canvas, etc.)</p> <p>We need to direct more professional learning resources towards Pre-K to 4/5 to increase language and oral skills. A new literacy program for FY25 has been adopted to help support all tier I literacy instruction. Also an adoption of new intervention pieces to support struggling students.</p> <p>We need to direct more resources toward professional learning in mathematics across all grade levels. Both GMAS and iReady scores show deficiencies in mathematics, and we will ensure that teachers have the professional learning needed in both content knowledge and pedagogy to teach the new math standards along with the new curriculum adopted last year. (Pockets of excellence in Mathematics-Primary school is showing strong Math scores 2 years in a row).</p>
<p><b>Family and Community Engagement:</b> 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, and parent participation is increasing (especially in elementary and middle grades).</p> <p>Our need for translation at all school events continues to grow as our Hispanic population grows.</p> <p>Strengths: We have a full-time wrap-around specialist and 2 social workers who 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 parent regarding their needs and our school improvement efforts. We implemented APTT beginning in 2022 and have continued to grow that program. We have also implemented a student advisory council in the district and acted on many of the suggestions/concerns that students have shared.</p>
<p><b>Supportive Learning Environment:</b> 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 facilities. Concerns included key card entry, broken doors, phones not working, and inconsistency of intercom systems. We have made several improvements to enhance the physical safety of our building, 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 bi-monthly to discuss any safety concerns and to be proactive in our approach to the health (physical, emotional, and mental) of our students and staff. We also received the school safety grant this year and will make improvements throughout the district to keep students and staff safe.</p> <p>Area for improvement: We need to continue working to ensure that our MTSS process is more consistent to help all students.</p> <p>Trends and patterns - social workers have helped support students immensely. They are vital members of our attendance teams. There is also a school nurse at each building. The district has revised its</p>

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Strengths and Challenges Based on Trends and Patterns

	<p>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 flexibility scheduling, working at their own pace, and participating in some learning activities virtually.</p> <p>Strength - 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 added in FY20 and will continue in 2024-2025.</p> <p>The district is currently 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 mainly at the charter school. With an influx of ESOL students in our district, more teachers need PL supporting these students. Other demographic trends include a declining gifted population and a slight decrease in the percentage of students in poverty which has now affected our federal programs allocations.</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 challenging is moving from student growth to student achievement. We also need to make improvements in student achievement in mathematics. We are seeing improvements in student achievement in our lower grades at a much higher rates than in other grade levels.</p>
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## IDEA - Special Education

<p>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 <a href="#">Identifying Need webinar</a> for additional information and guidance.</p>
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Strengths	<p>The Department of Special Education and Student Supports has continued to advance the implementation of evidence-based reading programs for students in grades Pre-K through 2nd.</p> <p>Our district has seen notable improvements in graduation rates and reductions in dropout rates for high school students with disabilities.</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>This progress is largely due to the effective use of the State Systemic Improvement Plans (SSIP) process. This process closely monitors students at risk in areas such as attendance, behavior, and course completion. To support these students, Multi-Tiered System of Supports (MTSS) teams meet monthly to review and strategize interventions.</p> <p>At-risk students are matched with mentors based on their needs. Those requiring intensive support are paired with Check and Connect Mentors. These mentors dedicate one hour per week, for up to two years, working closely with the student, their teachers, and their families.</p> <p>Additionally, our continued partnership with Babies Can't Wait enhances early identification and intervention for young students with disabilities, specifically those aged 3-5 years. This support extends to in-district classrooms and students identified within the community or other care settings. The Greene County School System is committed to achieving 100% compliance in meeting timelines for initial eligibility, eligibility data reviews, and transitioning students from Babies Can't Wait (BCW) preschool programs.</p>
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Challenges	<p>Students with disabilities are facing challenges in both math and reading, as indicated by scores from assessments such as NWEA and GMAS, revealing deficits in these critical areas. Addressing these challenges requires ensuring that appropriate interventions are consistently provided to enable progress within the general education curriculum.</p> <p>Disciplinary issues, particularly In-School Suspension (ISS) and Out-of-School Suspension (OSS), remain a significant concern for Black students with disabilities (SWD). The district is actively addressing this through several initiatives. Mindset Training continues across all schools, alongside the ongoing implementation of Positive Behavioral Interventions and Supports (PBIS). Furthermore, the district has appointed a Behavior Specialist who will support students with personalized behavior plans and provide training to administrators and teachers, thereby enhancing school-level capacity. Administrators have also received comprehensive training on laws and guidelines related to disciplining students with disabilities. In addition, the district collaborates with Pure Heart Behavior Therapy and Comprehensive Behavior Change to offer individualized support from Board Certified Behavior Analysts.</p> <p>To further support students, teachers of SWD are undergoing training in progress monitoring. This training aims to ensure that student goals</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>are effectively monitored and informs instructional practices. Looking ahead, the district plans to hire a consultant to provide job-embedded, ongoing professional learning for all teachers throughout the year. This initiative will strengthen processes for monitoring and reporting progress, utilizing data to enhance student outcomes. Additionally, specialized training focusing on selecting, implementing, and documenting appropriate accommodations for students with disabilities is essential for all levels of special education staff.</p> <p>These efforts underscore our commitment to fostering an inclusive learning environment where every student can thrive academically and socially.</p>
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	<p>Title I 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 exploratory literacy teacher for elementary students and additional paraprofessionals to provide small group instruction. Title I has also enabled us to implement parent engagement initiatives such as APTT, where parents and teachers work together to improve academic achievement. Title I has also funded a group of leaders to attend GLISI and support critical district work that affects student achievement.</p>
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Challenges	<ul style="list-style-type: none"> <li>• High poverty rate at almost all schools.</li> <li>• Balancing academic needs with meeting the social emotional needs of our students.</li> <li>• Recruiting and retaining highly qualified teachers in a rural location.</li> <li>• Reduced funding allocations.</li> <li>• Retaining staff.</li> </ul>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## 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	<p>Our foster children are very transient, making it hard to provide effective services.</p> <p>Providing transportation for students can be challenging when the students live in our district but attend their home school in other districts.</p>
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## Title I, Part A - Parent and Family Engagement

Strengths	<ul style="list-style-type: none"> <li>• We have a parent engagement coordinator in district.</li> <li>• Partnership with local Family Connections.</li> <li>• Parent mentor for parents of children with special needs.</li> <li>• We have a wraparound services coordinator to help make parents aware of services throughout the district.</li> <li>• High Level of parent engagement for our PreK students.</li> <li>• We are a Get Georgia Reading Campaign Community, which we use to engage parents in literacy for ages birth to eight years old.</li> <li>• Our 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.</li> <li>• APTT at our middle school.</li> <li>• District Parent Advisory Committee meets monthly/bi-monthly to share with district office staff.</li> <li>• Schools strategically pair parent input meetings along with student events to increase participation at meetings and prevent 'too many meetings' for parents.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>• At the middle of secondary levels, there are low parental responses to outreach efforts. (although middle school reach outs and responses are increasing)</li> <li>• There is a lack of public transportation to help transport parents to and from school parent engagement events/opportunities.</li> </ul>
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## NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Strengths	Eventhough we are a small district, we offer multiple academic interventions for all students, including our migratory children. Some of these interventions include a daily designated intervention time, after school programs, and summer programs. We encourage family involvement through STEAM nights and other parent engagement events where iterpreters are available when necessary. We also have two school social workers and two wrap-around specialists for the district as well as a school counselor and nurse in each school. These individuals ensure the needs of the whole child are met. Finally, as a small district,, we know the needs of our students very well and are able to provide them with access to support services.
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Challenges	As a high poverty district, our students, including migratory students, enter school with a langage deficit. This evidences in ELA and/or reading course grades and GMAS data. Also, being far away from ABAC makes it difficult to schedule interventions on a regular basis that will not remove students from the required courses they need to attend, or the needed interventions that we already provide and monitor as a district.
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Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	We do not have any neglected and delinquent children in the district.
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Challenges	We do not have any neglected and delinquent children in the district.
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Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title II, Part A funds."

Strengths	<ul style="list-style-type: none"> <li>-Utilization of funds to help pay for coaches at the primary school.</li> <li>- Title II continues to support mentoring and induction programs. To recruit AND retain, we will continue awarding stipends to mentees for</li> </ul>
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## Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
 "100% transfer of FY25 Title II, Part A funds."

	<p>completing work/assignments/PD throughout the year.</p> <ul style="list-style-type: none"> <li>- Supporting student engagement.</li> <li>- Supporting GLISI cohorts.</li> <li>-Partnership with GOSA's new principal leadership group.</li> <li>-Math and ELA training from GaDOE and RESA to support pedagogy and implementation of the new math standards has also been a highlight.</li> <li>-Support the retention of secondary math teachers through a retention bonus.</li> </ul>
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Challenges	<ul style="list-style-type: none"> <li>• We will see large discrepancies in student achievement/mastery between primary and middle/high school.</li> <li>• High poverty rates at our schools affect our students, but also the quality of teacher and PL needed to ensure that our students are served effectively. After a very large turn over rate in FY23, with a moderately large turn over rate in FY24. That rate is lower in FY25, but it's difficult to offer PI to 'catch up' new teachers on current initiatives/curriculum roll out that began last year.</li> <li>• Several trainings occur off contract for a stipend to ensure teachers are not overwhelmed when kicking off the school year. PD will continue to be ongoing and job imbedded throughout the weekly PLCs and monthly training sessions.</li> <li>• Lack a systematic way to effectively track PD offerings in the district to confirm we are a)providing focused/needed PL; b) teachers are implementing what they are learning in PD; c) student achievement is increasing based on the PD integration in classrooms.</li> </ul>
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## Language Instruction for English Learners and Immigrant Students

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

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

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Language Instruction for English Learners and Immigrant Students

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

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

Strengths	<p>The Greene County School System utilizes local funds to employ four full-time and two part-time ESOL teachers who mean the needs of EL students as required by state and federal laws and guidelines. The district trains these teachers in the tier one instruction offered to all students and the ESOL curriculum provided for scheduled ESOL courses. The most common ESOL delivery models used in GCSS are push-in, sheltered content, and scheduled ESOL courses to meet the wide variety of needs of our EL students. GCSS tested 148 ELs in the 2024 administration of the ACCESS and 21 of them, or 14.19%, exited the ESOL program. Of those exited, 15 were in grades 2-5 and 6 were in grades 9-11. These numbers indicate that the ESOL services are providing EL students with access to the academic language necessary to perform.</p> <p>GCSS also provides Title III interventions, such as content-focused field trips and supplement instructional materials to meet the needs of our EL students. Finally, we have provided EL-focused PL to support content area teachers in instructional strategies. This was done through a three day PL and conference attendance was followed up in lessons and PL redelivery.</p>
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Challenges	<p>While GCSS has many strengths in the area of EL services, we face challenges as well. Our 2024 ACCESS data showed the second year that our middle school ELs did not exit EL status. Also, PL feedback indicated that teachers would like the PL to be provided in smaller chunks throughout the school year instead of three full days at one time.</p>
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	<p>The district does not receive the McKinney-Vento grant, however we serve our homeless children through Title I funds (and ESSER/ARP/CARES funds in previous years).</p> <p>A designated school social worker also works as the homeless liaison to address student needs. The district now has 2 social workers, one who focuses on students in elementary grades, and the other in secondary students.</p> <p>The district wrap around services coordinator will serve as an additional</p>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

	resource for these students, connecting them to services throughout the district and local community.
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Challenges	Our homeless students are often transient students.
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## Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES:  
"100% transfer of FY25 Title IV, Part A funds."

Strengths	<ul style="list-style-type: none"><li>● Technology conferences for our Instructional Technologist and lead teachers/media specialists to ensure we are utilizing our technology to support effective instruction.</li><li>● Books for book studies for leadership and instructional coaches.</li><li>● PBIS conferences and support as we continue to grow our PBIS program. PBIS planning days for teams to work together.</li><li>● AP Summer Institute training for new AP teachers to ensure rigor and effective PL for teachers.</li><li>● SEL implementation at each of our schools.</li><li>● Tiger Dance team at the Primary School.</li><li>● Funding for AP exams</li><li>● Stipends for PD</li></ul>
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Challenges	The vast number of needs when educating students in high poverty areas is a challenge. Determining which initiatives will have the biggest impact and recruiting and retaining high quality teachers to remain in the district as well.
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## Title I, Part A - Equitable Access to Effective Educators

Strengths	<ul style="list-style-type: none"><li>● The district has experienced a decline in teacher attrition over the last two years.</li><li>● The district provides several professional learning opportunities to all teachers, leaders, and support staff.</li><li>● Instructional coaches in every building to provide job-embedded professional learning to improve overall teaching and learning.</li><li>● Our teachers have various levels of experience in the field.</li></ul>
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# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

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

Challenges	<ul style="list-style-type: none"> <li>• The district struggles to retain high quality math teachers (especially at the secondary level)</li> <li>• Most teachers commute into the county/district due to the lack of affordable housing, making it difficult to retain some teachers.</li> <li>• Teaching poverty stricken students in a rural areas presents many challenges that other districts do not face.</li> </ul>
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## Title V, Part B - Rural Education

Strengths	<p>Title V, Part B continues to support a wide range of STEM enrichment and academic initiative which focuses on developing GCSS students' problem-solving, critical thinking, communication, and collaboration skills.</p> <p>Title V also supports the allocation of resources, supplies, professional development, and contracted services.</p> <ul style="list-style-type: none"> <li>• Increased student participation in STEM Clubs during FY24.</li> <li>• Implementation of STEM after-school and summer programs to support STEM education in grades 5-8.</li> <li>• STEM-related presentations and experiences.</li> <li>• Continued implementation of the Disney Codeillusions and Skill Struck coding program for elementary and middle school students during FY24 for Computer Science.</li> <li>• Greater access to STEM resources for students and teachers, supporting active and inquiry project-based learning in grades K-12.</li> <li>• Professional development, endorsements, and training to further prepare teachers and administrators for STEM-based instruction.</li> <li>• An increased number of students enrolled in the STEM after-school program at our middle school.</li> </ul>
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Challenges	<p>The Greene County School System faces challenges due to location. We have limited access to educational programs and trips, leading to longer travel distances and higher costs for students to go outside the county. This reduces their exposure to the many STEM opportunities available in the Metro-Atlanta area. Additionally, the lack of local resources and partnerships makes it harder for students to experience the latest STEM initiatives and hands-on learning that are more accessible in larger cities.</p>
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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 achievement in literacy.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	We are a high poverty district and often our students enter the public school setting with a language deficit. We are making improvements in student growth in literacy, but we need to see greater gains in student achievement (Mastery. Levels III and IV on the Georgia Milestones) in literacy.
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##### Overarching Need # 2

Overarching Need	Improve student achievement in Mathematics.
How severe is the need?	High
Is the need trending better or worse over time?	Unknown
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	As a rural district, we struggle to recruit and retain high quality teachers in mathematics (especially at the secondary level). We have seen great gains in primary grades math scores, but that hasn't translated to higher levels of achievement at the secondary level.
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## Overarching Need # 3

Overarching Need	Improve school climate and culture as evidenced by improved student discipline and improved relationships.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Many students have social emotional issues and need help learning to handle conflict. Some teachers need PL in cultural relevance in the classroom; building relationships; and how to work with our specific demographic (high poverty, rural, and minority students).
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## Overarching Need # 4

Overarching Need	Increase the average daily rate (ADA) attendance (decrease the number of days students miss) at each school.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	No
Priority Order	4

Additional Considerations	Student attendance (days missed) grew largely post COVID. Those numbers have improved from FY23 to FY24, but there are still a large number of students with 10+ days missed and even 20+ days missed.
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## 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

### 3.3 Root Cause Analysis

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

Overarching Need - Improve student achievement in literacy.

#### Root Cause # 1

Root Causes to be Addressed	Teacher's lessons lack the rigor needed to move from high student growth to high student 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 Others :

Additional Responses	
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#### Root Cause # 2

Root Causes to be Addressed	Language poverty (million-word deficit). Students are 'behind' when they get to us. Students lack the stamina to persevere through text.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No

## Root Cause # 2

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
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Additional Responses	We can affect this root cause in some ways. We are a Get Georgia Reading Literacy community which emphasizes literacy for children ages birth through eight years old. We also emphasize reading at all parent meetings.
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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

# NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

## Root Cause # 1

Additional Responses	Teachers will receive extensive training for the new standards roll out. They will also work closely with RESA for guided/modeled lessons and use the new GaDOE resources available to help them navigate the new standards and teaching frameworks. Additional support needed for new curriculum adopted to teach the standards.
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## Root Cause # 2

Root Causes to be Addressed	Difficulty 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	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

Additional Responses	HR proposed and implemented a new plan to award a retention stipend to math teachers who remain in Greene County at the end of FY24 and sign on for FY25.
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Overarching Need - Improve school climate and culture as evidenced by improved student discipline and improved relationships.

## Root Cause # 1

Root Causes to be Addressed	Some teachers would benefit from 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 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

Additional Responses	
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## Root Cause # 2

Root Causes to be Addressed	Some 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 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 # 2

Additional Responses	
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## Root Cause # 3

Root Causes to be Addressed	Greene has historically focused many resources on academic needs (including remediation) and has not used as many resources on climate and building relationships. We have begun with the addition of PBIS at all schools, but more tier II and tier III behavior interventions are needed.
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

Additional Responses	Continue PBIS partnership with GaDOE and new partnership with our local RESA's climate and culture division.
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Overarching Need - Increase the average daily rate (ADA) attendance (decrease the number of days students miss) at each school.

## Root Cause # 1

## Root Cause # 1

Root Causes to be Addressed	Attendance has not been emphasized as a result of recovering from COVID-19 'return to school' policies.
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
Additional Responses	Many students chose to miss school and work from home using online and digital resources provided for COVID sickness. Loss the emphasis of attending school in-person to learn material.





# District Improvement Plan 2024 - 2025



Greene County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Greene County
Team Lead	Tara Burdette
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	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 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 achievement in literacy.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teacher's lessons lack the rigor needed to move from high student growth to high student achievement.
Root Cause # 2	Language poverty (million-word deficit). Students are 'behind' when they get to us. Students lack the stamina to persevere through text.
Goal	To increase literacy proficiency throughout the district at all grade levels, as evidenced by a 4% increase on Georgia Milestones Scores at each school in 2025.

## Equity Gap

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

## Action Step # 1

Action Step	Pay all exam fees for low-income students to take AP exams. Several students are enrolled in multiple courses and do not have funding to cover exam costs.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	AP Lead works with students to fill out forms for reduced exam fees.
Method for Monitoring Effectiveness	Students receive reduced rates and invoice from College Board 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 # 2

Action Step	Fund salary and benefits for instructional coaches to provide coaching and training to teachers around instructional best practices, district initiatives, and classroom support.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Time logs, sign-in sheets from PLC's, faculty meetings, district PL days, walk-throughs, Coaching Cycles
Method for Monitoring Effectiveness	Student literacy data, lesson plans, walk-through data
Position/Role Responsible	Principal, Director of Teaching and Learning
Evidence Based Indicator	Strong

Timeline for Implementation Weekly

Does this action step support the selected equity intervention? Yes

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

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 # 3

Action Step	Provide career advancement opportunities through additional certifications and endorsements.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Enrollment in courses through RESA, GACE Registrations
Method for Monitoring Effectiveness	Completion of coursework and adding field to certificate. A passing score on GACE assessment
Position/Role Responsible	Principal, Title II Coordinator, Director of Teaching and Learning
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation	Quarterly
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## Action Step # 3

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 # 4

Action Step	Retain a quality workforce through teacher mentor programs (mentors are paid for mentoring, mentees are paid for their participation in activities and completing trainings), and stipends aligned to professional development opportunities. Support for teachers new to the district, struggling teachers, and CTAE teachers with non-traditional pathways to education.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Ongoing meetings between mentor and mentee, support through meetings, view lesson plans, etc.
Method for Monitoring Effectiveness	Observation forms, time logs, staff surveys
Position/Role Responsible	Director of Teaching and Learning
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 4

Timeline for Implementation	Monthly
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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)?	Ideas from neighboring districts, inclusion of suggestions/guidance from GaDOE's mentoring guidelines/suggestions.
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## Action Step # 5

Action Step	High School teachers to attend AP training delivered by College Board to increase AP scores and rigor for our advanced students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Invoices, increased rigor in the classroom
Method for Monitoring Effectiveness	district walk-through data, improved AP scores
Position/Role Responsible	Director of Teaching and Learning

## Action Step # 5

Evidence Based Indicator	Demonstrate a Rationale
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Timeline for Implementation	Yearly
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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)?	AP College Board, The University of Georgia
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## Action Step # 6

Action Step	Invite K-9th grade students to a 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 and building relationships.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

## Action Step # 6

Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Summer school lesson plans, Enrichment Camp lessons
Method for Monitoring Effectiveness	Walk-throughs, hands-on activities
Position/Role Responsible	Summer School Coordinator, Principals, Director of Teaching and Learning
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)?	Summer school ideas from GaDOE, PBIS initiatives
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## Action Step # 7

Action Step	Training on new and existing technology platforms from vendors to ensure proper implementation (includes programs like IXL, iReady, Mastery Connect, Canvas, Ellevation, Studies Weekly, STEM Scopes, Clairmont SS, DBQ, etc).
Funding Sources	Title II, Part A Title IV, Part A

## Action Step # 7

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PL Schedules, Agendas, Sign-In sheets, PLCs
Method for Monitoring Effectiveness	Monitor student usage and growth, teacher surveys
Position/Role Responsible	Director of Teaching and Learning, Curriculum Coordinator, Instructional Coaches, Instructional technology director
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, Vendors
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## Action Step # 8

Action Step	Administrators and Instructional Coaches to attend GACIS Fall Conference and others. Better implementation of high-leverage practices and how to support teachers. Instructional Coaches to attend conferences to support their learning. Partnership with GLISL consultant to help meet instructional needs and training.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Conference registration, debriefing after attending, redelivering/sharing strategies
Method for Monitoring Effectiveness	Evidence of strategies in lesson plans, classroom walkthroughs
Position/Role Responsible	Director of Teaching and Learning, Curriculum Coordinator, Instructional Coaches, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

## 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)?	GACIS, GLISI
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## Action Step # 9

Action Step	Document Based Questioning (DBQ) and Mini Q Training and curriculum materials for secondary social studies teachers as we work to infuse literacy into all content areas. These materials will be supplemental to the district adopted SS curriculum
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registration, Sign-in sheets, teacher reflection, lesson plans
Method for Monitoring Effectiveness	Lesson plans, walk-through
Position/Role Responsible	Director of Teaching and Learning, Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Quarterly



## 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	Book purchases for teachers, Instructional Coaches and Leadership Teams to complete book studies and ongoing conversations as part of PLC teams to learn and grow together.
Funding Sources	Title II, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Implement strategies learned from the book and from colleagues
Method for Monitoring Effectiveness	Coaches meeting agendas, coaching feedback, ideas shared at leadership meetings, staff feedback, PL agenda, lesson plans, observations
Position/Role Responsible	Director or Teaching and Learning Superintendent
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)?	
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## Action Step # 11

Action Step	Summer planning time (off contract) to work on vertical alignment, lesson planning, instructional materials, building rigorous assessments, and pedagogical work/training.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Pacing guides, lesson plans, rigorous assessment
Method for Monitoring Effectiveness	Engaging lessons, increased test scores, staff surveys

## Action Step # 11

Position/Role Responsible	Director of Teaching and Learning, Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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

Action Step	Instructional Technologist, media specialist, and lead teachers to attend GaETC in November 2024 to keep up with the latest student engagement trends and utilizing technology to support instruction.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

## Action Step # 12

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registration, attendance at conference, redelivering to schools
Method for Monitoring Effectiveness	Strategies implemented, lesson plans
Position/Role Responsible	Instructional Technologist, media specialist supervisor, Director of teaching and learning
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)?	GaETC
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## Action Step # 13

## Action Step # 13

Action Step	Instructional Coaches to attend Instructional Coaching conferences or similar PD to support their work.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Registration, Agendas, Sessions attended, redelivery
Method for Monitoring Effectiveness	Lesson plan implementation, increased student achievement, staff feedback
Position/Role Responsible	Director of Teaching and Learning
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

## Action Step # 14

Action Step	School and district level leadership to attend GLISI basecamp and leadership summit.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Attendance, plan created after attending
Method for Monitoring Effectiveness	effectiveness of plan initiatives
Position/Role Responsible	Director or Teaching and Learning, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GLISI
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## Action Step # 14

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

Action Step	Conferences and trainings led by GaDOE, RESA, DEAL Center, and other partners on the changing of the Literacy Standards in FY25 along with new literacy bill and dyslexia implications.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Registration, sign-in sheets
Method for Monitoring Effectiveness	Increased reading scores
Position/Role Responsible	Director of Teaching and Learning, MTSS coordinator
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Quarterly

## Action Step # 15

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)?	GaDOE, RESA
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## Action Step # 16

Action Step	Continue offering Just Right Reader Decodable books for select struggling students to supplement their learning and provide additional resources for home (decodable books) along with intervention instruction at school.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Students receive materials, teachers work with students
Method for Monitoring Effectiveness	increased student achievement
Position/Role Responsible	Director of teaching and learning, instructional coach
Evidence Based Indicator	Demonstrate a Rationale



## Action Step # 16

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 # 17

Action Step	Connect to Comprehension supplemental curriculum (reading intervention kits) targeted to students who struggle the most and need additional support/intervention. Includes training and materials to implement.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets
Method for Monitoring Effectiveness	lesson plans, reading proficiency

## Action Step # 17

Position/Role Responsible	Director of Teaching and Learning, Instructional Coaches
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)?	Lynn Givens, Expert. RESA
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## Action Step # 18

Action Step	Supplemental vocabulary intervention (Sadlier) for students who struggle most.
Funding Sources	Title IV, Part A
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment

## Action Step # 18

Method for Monitoring Implementation	Intervention schedules, agendas
Method for Monitoring Effectiveness	Increased literacy scores
Position/Role Responsible	Director of Teaching and Learning
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)?	Sadlier
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## Action Step # 19

Action Step	Stipend for teachers who complete RESA's Reading Endorsement to deepen their knowledge in the Science of Reading and teachers who complete assignments in Georgia Literacy Academy. Deepening teacher's knowledge will sharpen their ability to teach struggling readers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

## Action Step # 19

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Reading Endorsement Certificate, hours logged completing Literacy Academy assignments.
Method for Monitoring Effectiveness	Increased teacher self-efficacy, teacher preparedness, lesson plans, increased student scores
Position/Role Responsible	Director of Teaching and Learning
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)?	RESA
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## Action Step # 20

Action Step	STEM After-School and Summer School Programs incorporating literacy, encouraging students to read and write (journaling) on their STEM-related projects.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Registration, attendance, site visits
Method for Monitoring Effectiveness	Lesson plans, increased student achievement, student engagement
Position/Role Responsible	STEM Coordinator, teachers
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)?

## 3. DISTRICT IMPROVEMENT GOALS

## 3.2 Overarching Need # 2

## 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	Lack of rigor in Math Instruction.
Root Cause # 2	Difficulty recruiting AND retaining high-quality math teachers (especially at the high school level).
Goal	To increase Math Proficiency throughout the district at all grade levels, as evidenced by a 4% increase on Georgia Milestones Scores at each school in 2025.

## Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	Mathematics
Grade Level Span(s)	6 7 8 9 10 11 12
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-4 Identify, recruit and equitably assign effective teachers and effective school leaders

## Action Step # 1

Action Step	Principals, AP's, Instructional Coaches, and teachers will participate in Mathematics training hosted by RESA, GaDOE or other vendors to support the implementation of new FY24 standards.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Attendance logs, shared takeaways during Leadership meetings
Method for Monitoring Effectiveness	More mathematically focused conversations with math teachers.
Position/Role Responsible	Principals, Director of Teaching and Learning
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)? RESA, GaDOE

## Action Step # 2

Action Step	Funding for teachers to take GACE assessment 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, additional certification of a great teacher into another math class/grade level that needs strength).
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Registration
Method for Monitoring Effectiveness	Passing Scores
Position/Role Responsible	Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      Yes

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



## Action Step # 2

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

## Action Step # 3

Action Step	Funding for K through 12th grade teachers to attend GCTM's Fall Conference (in October) or Summer Math Academy (in June). Conference aligns to teacher knowledge to improve student achievement and increase the rigor in Math Classrooms, and pedagogical support.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Invoices, session notes, redelivery
Method for Monitoring Effectiveness	Increased rigor in math classrooms, implementing strategies learned
Position/Role Responsible	Director of Teaching and Learning, Instructional Coaches
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly

## Action Step # 3

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)?	Georgia Council for Teachers of Mathematics.
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## Action Step # 4

Action Step	Retention stipend offered for math teachers in grade levels 6-12 to help retain (and attract) highly effective and professionally qualified teachers.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Professional Capacity
Method for Monitoring Implementation	Signed contract.
Method for Monitoring Effectiveness	Participation in PLC's, students making progress on district and national assessments, satisfactory EOY evaluations
Position/Role Responsible	HR Director, MS and HS principals
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 4

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	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 # 5

Action Step	Extensive Math PD training for High School Math teachers after purchasing new curriculum in FY24.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas, notes from trainers
Method for Monitoring Effectiveness	Teacher confidence in curriculum, increased test scores

## Action Step # 5

Position/Role Responsible	Math Coaches, Director of Teaching and Learning, Principal
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)?	Carnegie
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## Action Step # 6

Action Step	Summer planning time (off contract) to work on vertical alignment, planning lessons, and instructional materials, building rigorous assessments, and pedagogical training for Mathematics.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

## Action Step # 6

Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Pacing Guides, Lesson Plans, Rigorous Assessment
Method for Monitoring Effectiveness	Engaging lessons, increased test scores
Position/Role Responsible	Director of Teaching and Learning, Instructional Coaches
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)?	
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## Action Step # 7

Action Step	High dosage tutoring through partnership with Ampact.
Funding Sources	Title I, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless

## Action Step # 7

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction
Method for Monitoring Implementation	Schedules
Method for Monitoring Effectiveness	Improved math scores
Position/Role Responsible	Director of Teaching and Learning, Principals, Instructional Coaches
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

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

Action Step	Additional math training/support for new math curriculum adopted in FY24. Will support both curriculum implementation as well as pedagogical shifts.
Funding Sources	Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Calendar of training, agendas,
Method for Monitoring Effectiveness	Lesson plans, improved math scores, increased teacher self-efficacy
Position/Role Responsible	Director of Teaching and Learning, instructional coaches
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)? iReady team, Carnegie team

## Action Step # 9

Action Step	Provide STEM professional development for teachers and administrators during FY25, incorporating hands-on math activities, problem-solving exercises, and project-based learning to strengthen students' math skills.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Teacher reflections, redelivery, implementation of STEM-based lessons/projects
Method for Monitoring Effectiveness	Implementing/reteaching learned strategies
Position/Role Responsible	STEM cohort teachers, STEM 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)?



## Action Step # 10

Action Step	Integrating the Computer Science program, Skill Struck into the K-8 curriculum to assist in boosting students' math scores. This program employs interactive approaches, which engage students and promote critical thinking and mathematic problem-solving skills by integrating coding with math concepts.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs and school site visits
Method for Monitoring Effectiveness	Implementing strategies learned and increased math rigor
Position/Role Responsible	Teachers, Curriculum Coordinator, Principals
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 11

Action Step	Funding STEM teachers for after-school and summer programs will offer more opportunities to engage students in STEM/Math and promote more critical thinking and mathematical problem-solving skills.
Funding Sources	Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Teacher lessons plans and in person observations
Method for Monitoring Effectiveness	discussing learned strategies through presentations and student journal writing
Position/Role Responsible	STEM teachers and 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)?

## 3. DISTRICT IMPROVEMENT GOALS

## 3.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve school climate and culture as evidenced by improved student discipline and improved relationships.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Some teachers would benefit from targeted professional learning strategies for classroom management and building positive teacher-student relationships.
Root Cause # 2	Some teachers lack experience working with students with our demographic composition.
Root Cause # 3	Greene has historically focused many resources on academic needs (including remediation) and has not used as many resources on climate and building relationships. We have begun with the addition of PBIS at all schools, but more tier II and tier III behavior interventions are needed.
Goal	The district will reduce the number of students with ISS/OSS referrals by 5% at each school in 2025.

## Action Step # 1

Action Step	GCSS will continue implementing a social-emotional curriculum in all schools. Funds will be used to purchase SEL curriculum materials to support lessons and used to deliver PL to teachers, Funds also used for training of the various platforms.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets, agendas from trainings, calendar of PLCs, lesson plans
Method for Monitoring Effectiveness	Implementation plans, teacher surveys, walkthroughs/observations, discipline data, student perception surveys
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, Second Step
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## Action Step # 2

Action Step	Send select teachers/administrators to RESA for Classroom Management strategies and other behavior support classes. Teachers will redeliver during faculty meetings.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Professional learning calendars, agendas from PL sessions, and sign-in sheets
Method for Monitoring Effectiveness	surveys, classroom observations, walk-throughs, decreased discipline referrals

## Action Step # 2

Position/Role Responsible	Principals, HR, Alternative School Coordinators
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)?	RESA
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## Action Step # 3

Action Step	Continue to implement Positive Behavior Interventions and Supports (PBIS). Send PBIS Coordinator (new), school-level PBIS coaches (also new), and any additional teachers to the APBS conference in December. Support schools through a paid Planning Day in July prior to the start of the school year (enabling teams to work together to review classroom lessons, create signs, and plan PBIS key initiatives for FY25). Additional training as needed for new PBIS coordinator to support students and staff. Registration and stipend for attending the Southeast Conference on School Climate in Savannah (June 2025).
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless

## Action Step # 3

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	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 meeting
Position/Role Responsible	PBIS Coordinator, HR Director
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

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

## Action Step # 4

Action Step	PBIS school coaches to receive a supplement/stipend for leading their school teams. 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, and 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 Immigrant
Systems	Effective Leadership Professional Capacity 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 daily attendance rates, 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

## Action Step # 4

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 Support
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## Action Step # 5

Action Step	Partnership through GaDOE and GOSA's Principal Support Program for our new Middle School AP (Governor's School Leadership Academy)
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Email Communication, Reflections
Method for Monitoring Effectiveness	Leadership survey responses, improved school climate, leader satisfaction
Position/Role Responsible	Asst. Superintendent
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation Quarterly



## Action Step # 5

Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GOSA
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## Action Step # 6

Action Step	Leadership planning meetings for school teams to collaborate and plan together. The meetings will build efficacy among the team, foster relationships, and ensure everyone is working towards the sam goals to support teachers and students.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Sign in Sheets, Agenda
Method for Monitoring Effectiveness	Staff satisfaction, decreased behavior incidents, staff retention, school climate
Position/Role Responsible	Principals
Evidence Based Indicator	Demonstrate a Rationale

## Action Step # 6

Timeline for Implementation	Yearly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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## Action Step # 7

Action Step	Purchase of DARE materials (workbooks) for students in middle school to participate in DARE program taught by our local School Resource Officer.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Calendar of Events, Teaching Schedule
Method for Monitoring Effectiveness	Graduation Program, Engaged students
Position/Role Responsible	Middle School Principal, SRO

## Action Step # 7

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?	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)?	Local Police Dept.
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## Action Step # 8

Action Step	Primary School students will have the opportunity to participate in Tiger Dance Cubs as an after school enrichment opportunity.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment

## Action Step # 8

Method for Monitoring Implementation	Attendance, Dance Performances
Method for Monitoring Effectiveness	Increased student attendance, decreased discipline.
Position/Role Responsible	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)?	
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## Action Step # 9

Action Step	Parent communication folders for each student at the middle school. This folder will serve as a primary source of communication between the school, teachers, and parents with important announcements, school events, pieces of work, etc.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

## Action Step # 9

Subgroups	Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement
Method for Monitoring Implementation	Distribution of folders
Method for Monitoring Effectiveness	parent communication ratings, increased parent attendance at events
Position/Role Responsible	Principal
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Yearly

Does this action step support the selected equity intervention?      No

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

## Action Step # 10

## Action Step # 10

Action Step	Focus on Fine Arts department and PE teachers to include specific training/PD applicable to their trade. Creating engaging, favorable fine arts courses will engage students more and decrease student absences. [Art education conference, Music educator conference, PE conference]
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Conference agenda, attendance
Method for Monitoring Effectiveness	Lesson plans, teacher self-efficacy, decreased # of days missed
Position/Role Responsible	Director of Teaching and Learning
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)?	Georgia Music Educator Association, Georgia Art Education Association, Share the Wealth PE staff from VSU
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Action Step # 10

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 Music Educator Association, Georgia Art Education Association, Share the Wealth PE staff from VSU
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## 3. DISTRICT IMPROVEMENT GOALS

## 3.4 Overarching Need # 4

## Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase the average daily rate (ADA) attendance (decrease the number of days students miss) at each school.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Attendance has not been emphasized as a result of recovering from COVID-19 'return to school' policies.
Goal	Increase the percentage of students absent less than 10% of the enrolled time.

## Action Step # 1

Action Step	Behavior and relationship training for teachers to build rapport with students.
Funding Sources	Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Sign in Sheets. Agenda
Method for Monitoring Effectiveness	Decreased referrals, decreased absences
Position/Role Responsible	PBIS coordinator, social workers
Evidence Based Indicator	Demonstrate a Rationale

Timeline for Implementation      Quarterly



Action Step # 1

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

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

#### Required Questions

#### Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<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, 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 Title III services. 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 support. The district plans and implements parent nights for parents who speak other languages to provide information on testing, and other school-specific information. Additionally, the district works to ensure that translators are made available to parents at meetings and events.</p> <p>Teacher retention has been a weakness in Greene County for years. Title II will continue to support new teachers in an Induction/Mentoring program where new teachers to the district are supported. For the second year, teachers will earn a stipend for their work in the induction program as a way to retain them. As attrition rates are improving, and feedback is sought, we are making great strides in our program and supporting teachers more effectively. As changed last year, teachers will be tiered to ensure every one receives the appropriate level of support based on their years in education. 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 population continues to grow more rapidly than our other demographics. Additionally, support will be targeted through Title II and IV funds to ensure 6-12 math has proven our highest department/grade levels for teachers turnover. A retention stipend will be given to all 6-12 math teachers who stay and sign a contract for FY26.</p>
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### Serving Low Income and Minority Children

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:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers  (Please specifically address all three variables)	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.
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### Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	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 identify areas that need support. The professional learning coordinator works 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. 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.
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### PQ – Intent to Waive Certification

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)]	Yes
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## 4. REQUIRED QUESTIONS

## 4.2 PQ, Federally Identified Schools, CTAE, Discipline

## Required Questions

## PQ – Waiver Recipients

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

State and Federally Identified Schools

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.	The district does not currently have any CSI or TSI schools. In the event any schools are identified as needing support, Title II funds will be prioritized to serve identified schools first.
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CTAE Coordination

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.	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 works closely with the CEO of our College and Career Academy to coordinate mentors for each student at the high school. The CEO of the academy has secured several memoranda of understanding/letters of agreement from local businesses to support the academy through work based learning opportunities. Additionally, through the academy, we have increased the under of college courses/dual enrolment opportunities through a partnership with Athens Technical College. The wraparound services coordinator works specifically with students in the academy, connecting them to community resources and post-secondary resources.
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.	The district monitors Educator's Handbook in an effort to identify and reduce over use of disciplines practices that remove students from the classroom. The district trains teachers and administrators in the Mindset Training to promote de-escalation of potentially severe behaviors. Greens County began implementing a Social Emotional Learning curriculum at all levels during the 2021-2022 school year. Year two of Second Step will be implemented at grades Pre-K - 4 and Seven Mindsets will be implemented at grades 5-12. The di
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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

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.	The CEO of the CTAE department works closely with Athens Tech to provide many dual enrollment opportunities to high school students. The work based learning coordinator work closely with local employers to give students access to jobs. Each high school student is assigned a career coach that tracks with them all four years of high school to help guide them and we use a program to help students identify their skills and interest to focus those conversations and supports. 8th grade transition plans are in place for high school. 8th graders also tour the high school and learn about CTAE pathways to pick their trajectory in high school.
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#### Preschool Transition Plans

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.	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 classroom 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.
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Greene County Schools are school wide service participants. No targeted assistant 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 targeted assistance 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 Wavier application according to school structure. Greene County Primary School (GCPS) is a PK-4 school, Carson Middle School (CMS) is a 5-8 middle school, and Greene County High School (GCHS) is a 9-12 high school. All schools receiving Title I funds are monitored for programmatic compliance. Our instructional program consists of teaching the state standards; teaching foundational literacy through UFLI Foundations; designing engaging lessons using the district's Instructional Framework ; and frequent assessments through iReady Diagnostic (measure of academic progress), benchmark assessments, and common formative assessments. All of our schools have instructional coaches who help teachers in the areas with an empahseis on litarcy and math. Due to a need to address literacy, Greene County adopted research-based UFLI Foundations (by University of Florida Literacy Institute) to implement in our Pre-K to 4th grade classroom. Teachers of struggling readers, including students with disabilities, will participate in West Virginia Phonics to help our most at-risk readers.</p> <p>Technology trainings will be coordinated with our other technology programs/platforms including Mastery Connect, iReady, IXL, etc. Training will allow all teachers to fully implement all aspects of the program.</p> <p>In addition to our core academic programs, we are incorporating several initiatives and opportunities to support the whole child. Those initiatives are: Social Emotional Learning (SEL_ in grades prek-12. Primary grades use Second Step Curriculum, while the middle and high schools use 7 Mindsets.</p>
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## 4. REQUIRED QUESTIONS

### 4.4 Title I Part C

#### Required Questions

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

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Greene County Schools are served by the ABAC MEP Consortium. The Migrant Coordinator at GCSS communicates with the MEP staff to coordinate services. The Coordinator collects POS at time of registration for new enrollees and at the beginning of each school for all students. She reviews each POS and submits those for potential MEP students to ABAC via the Portal. The MEP staff member replies to the Coordinator to notify her if the students are migratory. If so, she marks them accordingly in the SIS. The MEP staff utilizes MSIX to document student records transferring into and out of districts and to ensure MEP identification continues in school transitions. Student academic and health records are requested from the sending school at the time of registration by the district registrar. When a student withdraws, the school counselor sends all academic and health records to the receiving school. Additionally, she submits quarterly grades and assessment data of the migrant students to MEP via the portal. Finally, she reviews all MEP documents and makes updates as needed.</p>
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#### Title I, Part C – Migrant Supplemental Support Services

<ol style="list-style-type: none"> <li>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</li> <li>2. Direct-funded LEAs describe:ul</li> <li>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</li> <li>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the</li> </ol>	<p>The Migrant Coordinator at GCSS collaborates with the designated MEP staff member to schedule academic and non-academic supports for migratory students as needed. Greene County provides tiered interventions during the school day, after school programs, and summer school for all students. Should a migratory student need supplemental supports in addition to those already offered, the MEP staff members shares dates and times she will be in the area. The Coordinator communicates with schools to see if students can meet with the staff member at that time and what should be covered. If contact needs to be made with parents, the Coordinator will also support the MEP staff member when needed in this area.</p>
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Title I, Part C – Migrant Supplemental Support Services

identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	
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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><b>Special Education Graduation Coach and Mentor Program</b>          The district employs a Special Education Graduation Coach at the high school level. Through this process, the district works with Greene County High School to monitor Attendance, Behavior, and Course Completion for students who are deemed "at risk" for dropping out or for failing a class. The Special Education Graduation 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 "at 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 Graduation Coach and the Special Education Behavior Specialist. Mentors meet with their mentee on a regular basis, but at least weekly. Copies of minutes of these meetings are provided to the Special Education Graduation Coach for review and salient trends and information are shared with the director and/or coordinator at a monthly meeting. The Special Education Director monitors this entire process through a monthly meeting with the Special Education Graduation Coach and other relevant stakeholders. The District Special Education Leadership Team monitors implementation of the graduation support process, looks for salient trends that requires changes or adjustments in the implementation process, and works to problem solve issues that arise with specific grade levels, specific teachers, or individual students. Drop out procedures have been created for special education students and are being implemented at Greene County High School by the Special Education Graduation Coach in cooperation with the school administrators.</p> <p><b>Vocational Training</b>          The district continues to purchase licenses for the Transition Program from TeachTown. 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 the Special Education Director. The Parent Mentor supports parents of students with disabilities by providing training throughout the year and promoting transitioning to adult services through a Disability Expo in the spring. This will include many vendors including Vocational Rehabilitation, Parent to Parent, Regional</p>
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IDEA Performance Goals:

	<p>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 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 continues to employ a CTI Coordinator for the FY25 school year. The CTI Coordinator supports Special Education Students in the College and Career Academy as well as over sees 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 provided by the special education department (Director or Coordinator) in the form of individual assistance or Professional Learning in Professional Learning Communities. The CTI Coordinator reports to the Director in writing at least three times per year to outline activities for special education students including participation in CTO club, competitions, and trips.</p>
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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 through the Timelines Report in Go-IEP by the Director of Special Education. 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 Coordinator during preschool staff meetings 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 support. Eligibilities and IEPs are monitored for timeliness, completeness, and compliance by the Special Education Staff including the Special Education Director monthly.</p> <p>Services 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 time, Greene County does not</p>
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IDEA Performance Goals:

	<p>have any private daycare facilities. The school district works cooperatively with each of these entities and the Director will collaborate with community providers at least three times a year and provide a brief survey to determine strengths and challenges of the program. Support is provided to community teachers through consultation on a student-by-student basis. Services for individual students are determined based on the student's needs and the least restrictive environment as determined by the IEP team. The district makes every effort to keep students in the environment with their same age peers whenever possible, but the district offers a full continuum of services based on the needs of individual students. Services are monitored at the district level monthly using the Go-IEP platform and three times per year through walk-throughs by district staff.</p> <p><b>Parent Engagement/Parent Mentor</b>  Parents from all preschool entities are invited to parent trainings sponsored by the Greene County School System Department of Special Education, coordinated by the Parent Mentor. Specific topics include eligibility, 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. These meetings are documented by sign-in sheets, agendas, and handouts.</p> <p><b>Staff</b>  The district has one Preschool Special Education Teacher and one Preschool Special Education Paraprofessional. The district employs one part time speech-language pathologist who works with young children at the Greene County Pre-k. Lake Oconee Charter School has a full-time speech-language pathologist who supports young children as well as other ages in the charter school. In an effort to improve reading comprehension in the latter grades and because the district recognizes the impact that poverty has on language acquisition, the district has hired an additional SLP who will work in preschool classrooms, both large and small groups, to promote and enhance language, vocabulary, phonological awareness, and sentence structure. The SLP will also work with preschool teachers, paraprofessionals, and administration to teach skills related to improving phonological awareness and expanding language, and vocabulary. These activities will be monitored by walk-throughs quarterly. 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 district Behavior Specialist 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, Special Education Coordinator and Special Education Director also work to support special education of young children. Speech-Language Pathologists in the district are afforded opportunities to participate in both job embedded training alongside regular and special education co-workers. The district also provides opportunities</p>
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IDEA Performance Goals:

	<p>for SLPs to attend Best Practices Conferences and to participate in training provided by professional organizations such as ASHA.</p> <p><b>Technology</b>  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. During the 2024-2025 school year, job embedded training will include information on behavior support 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. The district will provide inhouse training and opportunities for staff to participate in RESA trainings that are offered and applicable.. Training will be documented by sign-in sheets, agendas, walk-throughs, and registrations.</p> <p><b>PBIS</b>  All general education preschool teachers and special education preschool teachers will receive training on Positive Behavior Intervention and Supports (PBIS) training during the year. Implementation will be monitored by The PBIS Classroom Observation Tool utilized by Pre-K administration. The Special Education Director 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><b>Child Find</b>  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>
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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 practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDSupervision 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 providing professional learning for 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 2024-2025 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 meets 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. Greene County School System provides a continuum of special education services in the students' least restrictive environment for students with disabilities. The continuum of services is to include, but not limited to Supportive Services, Consultative Services, Collaborative Services, Direct Co-Teaching Services, Instruction for Individuals or Small Groups of Students Outside of the General Education Setting, and Home Based Instruction as defined by IDEA Special Education Delivery models. Through the continuum of special education supports and services, Specially Designed Instruction (SDI) and High Leverage Practices (HLP) for special education will be provided in order to meet the students individualized needs as determined through the Individualized Education Plan (IEP) team.</p> <p>Least Restrictive Environment is a training topic at two or more lead meetings each year. The department has developed rubrics that are required prior to the consideration of a change in placement for any student. This rubric is completed and submitted to the Director prior to the consideration of placement in an IEP team meeting. The district staff ensures that LRE is discussed at each IEP meeting through the Due Process Checklist that is submitted to the district office with each IEP. Teachers are trained to use Go-IEP to discuss LRE by discussing the continuum of services starting at the least restrictive environment (consultation) and proceeding 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. This is monitored in the Office of Special Education three times per year 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 of Special Education until the skill deficit is remediated.</p>
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IDEA Performance Goals:

	<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. 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 Director of Special Education and reported 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 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"> <li>-IEPs overdue</li> <li>-IEPs due in one month</li> <li>-Eligibility overdue</li> <li>-Eligibility due in 4 weeks</li> </ul> <p>Each of the IEP reports listed above is discussed with special education lead teachers at the monthly meeting. Each of the reports listed above is discussed with psychologists at their monthly meeting. Progress reports are also monitored through Go-IEP weekly by the Director of Special Education and technical assistance is provided to individuals with late progress reports by the Director</p> <p>The district has hired a school psychologist who will monitor and manage the CCEIS plan. The school psychologist will monitor student data and behavioral information. Monthly suspension review will be held at each school supported by the CCEIS Plan Facilitator who will deliver a written summation of each meeting to the Director. The monthly suspension reviews will take place in conjunction with the school MTSS meetings in order to look for trends and take into account whole child supports that may be warranted.</p> <p>The district will purchase evidence-based programs for reading and math including Foundations and Wilson for reading. Additionally,</p>
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## IDEA Performance Goals:

	<p>I-READY will be utilized for both reading and math in grades K-5. Special Education small group classrooms at Greene County Primary, Anita White Carson Middle School, and Greene County High School will use TeachTown EnCore for basic curriculum. Unique Curriculum will be used for curriculum for one small group at the middle and high schools. These computer-based programs will be monitored monthly for usage and for student progress. Readtopia will be utilized at Lake Oconee Academy.</p> <p>District staff will attend conferences offered by GCASE and redeliver information to district leadership at monthly leadership meetings. The district will purchase Unique and TeachTown Encore and Basics curriculum to promote the provision of FAPE to students with intellectual disabilities. Additionally, district staff attends conferences offered by DOE and GLRS including LSEAC and Director's Webinars.</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 IEP compliance 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, eligibility, and 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 IEP goals, grades, Milestones, 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.</p>
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IDEA Performance Goals:

<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.</p> <p>How procedures and practices are implemented in your district to ensure overall compliance?</p> <p>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 &amp; accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The LEA has procedures to address timely and accurate data submission and correction of non-compliance. The district uses the GaDOE calendar of due dates to organize the timely submission of data.</p> <p>District level staff (director) will attend legal workshops provided by Georgia Association of Special Educators and monthly GLRS LSEAC 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 staff. 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 ( 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 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 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) will read five random IEPs per month and report concerns to leads during the monthly lead meetings. Trends related to noncompliance</p>
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## IDEA Performance Goals:

	are noted and PL may be planned for groups or individual schools, or teachers as needed. The director also reads 5 transition plans per month and follows the same procedure for noncompliance and technical assistance. The Special Education Director monitors all instances of noncompliance for completion. The Special Education Director reads two eligibilities per month and follows the same procedure for noncompliance with the psychologists.
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## 4. REQUIRED QUESTIONS

## 4.6 Title IV Part A

## Required Questions

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

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<ul style="list-style-type: none"> <li>- [Goal 1, Action Step 1] (Continuing). Paying for AP exams for students. As a Title I district, our students would be unable to take the AP assessment without Title IV. Intended outcome- allow student to take AP exams even if their parents are unable to afford them.</li> <li>- [Goal 1, Action Step 5 ] (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). Intended outcome - increase AP scores and the number of students taking AP courses.</li> <li>-[Goal 1, Action Step 6] (Continuing). Support of summer learning programs to engage and enrich students during the month of June. Intended outcome - Provide supplies for students to participate in enrichment camps while also remediating skills not mastered during the school year.</li> <li>- [Goal 1, Action Step 9] (Continuing). Continue training teachers to implement DBQ in their social studies classroom (supplemental). Includes training and curriculum materials. Intended outcomes - Social studies come alongside ELA teachers to support writing and critical thinking. DBQ is supplemental to the adopted local curriculum.</li> <li>- [Goal 1, Action Step 11] (continuing). Teachers and paraprofessionals to complete activities during the summer including curriculum mapping, pacing, pedagogy PD, etc. off contract to better prepare them for the classroom. Intended outcome - teachers will work collaboratively to learn and work on their lessons and activities to create engaging classroom environments.</li> <li>- [Goal 1, Action Step 16] (Continuing). Purchase of Just Right Readers - decodable books that teachers use during intervention for our most struggling students. The decodables then go home with the student to engage/practice with their parents. We began partnership last year (free) and will use title IV funds to continue the initiative. Intended outcome - help struggling students with decoding while also providing tangible resources they can use at home to practice both independently and with parents to foster a love of learning.</li> <li>-[Goal 1, Action Step 17] (NEW). Purchase of Connect to comprehension kits to be utilized as tiered intervention in our students who struggle most. Intended outcome - help with comprehension (a skill needed based on district diagnostic tests).</li> <li>-[Goal 1, Action Step 18] (NEW) Purchase of Sadlier vocabulary intervention to use with tier II and III students based on deficiencies. Intended outcome - help students who suffer with 'the million word gap' who grow up in poverty and are lacking prior knowledge and vocabulary acquisition due to lack of exposure.</li> <li>-[Goal 2, Action Step 3] (Continuing). Partnering with GCTM to send</li> </ul>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>Math teachers to training during October and June to increase teacher knowledge and improve math scores. Intended Outcome - participation in math PD from a knowledgeable association. Networking with other Ga Math teachers.</p> <p>- [Goal 2, Action Step 7] (NEW). Partnership with Ampact to provide high dosage Math tutoring to targeted students. Intended outcome - students will not only show growth in math, but will reach the area of proficiency in math as shown on GMAS.</p> <p>- [Goal 1, Action Step 9] (NEW). Provide extensive Math PD support to teachers using the newly adopted Math curriculum (FY24) to implement the new standards. Intended outcome - training directly from the vendors to ensure effective implementation and coach up new pedagogical shifts.</p> <p>-[Goal 3, Action Step 8] (Continuing). Tiger Dance Cubs at the Primary School. Intended outcome - students at the primary school have the opportunity to participate in the dance club after school as an enrichment opportunity.</p> <p>-[Goal 3, Action Step 9] (NEW). Every 5-8 student at the middle school will receive a poly, 2-pocket parent communication folder where teachers will send home important notes for parents, exemplary work, flyers for upcoming events, etc. to ensure effective communication.</p> <p>-[Goal 3, Action Step 10] (NEW) Focus on expanding PD experience for our Fine Arts Dept (Specifically music and art teachers) to attend local conferences as well as a renowned PE conference for our teachers to keep our kids active and healthy.</p>
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<p>B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome</p>	<p>- [Goal 3, Action Step 1] (Continuing). Continued support of our SEL programs including supplies for lessons and PD. Intended outcome - students will actively engage in SEL lessons and teachers will implement the program with fidelity, having lasting impact on student's SEL needs and growing their competencies.</p> <p>- [Goal 3, Action Step 2] (Continuing). Behavior management training through RESA for teachers and administrators. Intended outcome - teachers will be more confident in their ability to control their classroom and minimize distraction and maximize student learning. Administrators will become more confident in supporting teachers.</p> <p>- [Goal 3, Action Step 3] (Continuing). Sending PBIS coaches to the Association of Positive Behavioral Supports (APBS) conference in December to allow them to hear from exemplary PBIS schools and bring back info to share with their teams. The conference will help move from Installing to Emerging. PBIS leads to attend SEPBIS conference hosted in Savannah during June. Teams will also meet in July 2024 for a PBIS planning day (off-contract) to plan with their teams and tweak classroom lessons school signs, and plan for the upcoming year. PBIS team leaders will also continue to receive a stipend [Goal 3, Action Step 4} for their additional hours of work put into running an effective PBIS program. Also, any additional PBIS meetings at RESA or</p>
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Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

	<p>PBIS trainings in Georgia that helps support our new school PBIS leads and new PBIS lead for the district. Intended outcomes - continue growing our PBIS program and address ISS/OSS.</p> <p>-[Goal 3, Action Step 6] (Continuing). Leadership teams will work together off contract in July (or June) to analyze data, set goals, learn about their colleagues, and wrap up or prepare for new school year. Intended outcome - create a cohesive team and ensure everyone is working on the same initiatives/priorities.</p> <p>- [Goal 3, Action Step 7] (Continuing). Purchase of DARE materials for students to interact with the curriculum on drug awareness (curriculum only). Intended outcome - teach students of the dangers of drugs and the importance of caring for their bodies.</p>
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<p>C. Effective Use of Technology (ET)-Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>- [Goal 1, Action step 7] (continuing). Continued use of professional services to train teachers to use existing technology. Intended outcome - ensure program program usage to maximize benefits of each program and full implementation.</p> <p>- [Goal 1, Action Step 12] (Continuing). Continued participation in Georgia Educational Technology Conference (GaETC) to ensure the latest technology is delivered to teachers. Intended outcome - learn additional information regarding instructional technology to engage our students.</p>
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<p>D. Effective Use of Technology 15% (ET15)-Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	N/A
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>Continued partnership with Athens Technical College to pair Dual Enrollment and AP courses to offer our students more options.</p> <p>Continued partnership with RESA to provide trainings and endorsements.</p> <p>Continued partnership with Get Georgia Reading Campaign members during the year to discuss current initiatives and gain insight.</p> <p>Continued partnership with GaDOE and RESA to support PBIS work in our district.</p> <p>Continued partnership with iReady, Carnegie, and other vendors to support teachers in their pedagogical knowledge.</p> <p>During FY 25, at least two meetings will be held during the school year</p>
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Title IV, Part A – Ongoing Consultation and Progress Monitoring

	to review Title IV activities and solicit feedback and input from stakeholders.
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## 4. REQUIRED QUESTIONS

## 4.7 Reducing Equity Gaps

## Required Questions

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

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Equity Gap 1: Student achievement among subgroups, grade levels, or content area(s) in ELA Intervention Effective - Adjust Activities/Strategies</p>
<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>Successes include increased number of students scoring level II and III on GMAS. Local iReady data also suggest much growth is occurring, but that doesn't necessarily translate to a level III on GMAS (but movement from level I to level II). Although we are showing improvement, we are still performing behind the state average at most grade levels. Our elementary grades are experiencing higher growth than middle and high school GMAS assessments. Will continue targeting EIP interventions next year and will adopt new interventions for our students who struggle most.</p>
<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 - Inexperienced teachers Intervention Effective - Maintain activities/strategies</p>

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

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.	Successes included an overall increase in proficiency in math scores in 3rd grade and some increases (pockets of excellence) at the middle school. High School scores remained constant this year. Many teacher PD sessions were offered this year to support teachers in the new roll out of math standards and curriculum. In some grade levels, the school performed at HIGHER levels that the state average :) Staff retention stipend proved to be effective too as ALL 6-12 teachers are returning for FY25 (the only year we've had 100% retention in the math department in more years than we can countback/track!)
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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 participating private schools.
Title II, Part A	No participating private schools.
Title III, Part A	No participating private schools.
Title IV, Part A	No participating private schools.
Title IV, Part B	No participating private schools.
Title I, Part C	No participating private schools.
IDEA 611 and 619	No participating private schools.